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KEOKUK COUNTY

THE HOME OF THE KEOKUKS

CAP E. MILLER,
COUNTY SUPERINTENDENT



KEOKUK—AN EARLY IOWA SETTLER

SIGOURNEY, IOWA,
1903 AND 1904

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**TO THE KEOKUKS, THEIR PARENTS, TEACHERS
AND ALL PEOPLE INTERESTED IN THE
SCHOOLS OF KEOKUK COUNTY:**

It is hoped that the present volume marks two years' progress in the schools of our county, that this progress will be a foundation for a still greater progress, that the persons who read its pages carefully will have a greater desire than ever before to do something for the country boy and girl and that as a result of the educational system of Keokuk county the best and most noble type of American Farmer and the most useful American Citizen will be found in our homes.

Respectfully,

CAP E. MILLER.

SIGOURNEY, IOWA, JUNE 27, 1904.



W. T. HARRIS, U. S. Commissioner of Education.

CONTENTS.

	CHAPTER
Learning To Spell - - - - -	I
County School Exhibit - - - - -	II
Educational Rally - - - - -	III
Part 1—Township Educational Rally - - - - -	III
Part 2—County Educational Rally - - - - -	III
Composition or Historical Work - - - - -	IV
Part 1—Township Historical Contest - - - - -	IV
Part 2—County Historical Contest - - - - -	IV
Part 3—My School—Past, Present and Future - - - - -	IV
A-Graded Schools - - - - -	IV
B-Rural Schools - - - - -	IV
Part 4—Bi-county Historical Contests - - - - -	IV
Part 5—Money Matters - - - - -	IV
Agriculture For Common Schools - - - - -	V
Part 1—Boys' and Girls' Conventions - - - - -	V
Part 2—Educational Excursion - - - - -	V
Part 3—School Fair - - - - -	V
Part 4—Farmers' Institute - - - - -	V
Institute Announcement - - - - -	VI

NAMES OF HISTORICAL CONTESTANTS AND ORDER.

RURAL SCHOOLS.

	District	Township
1 Orla Chacey,	No. 3	Richland 2
2 Guy Strasser,	" 2	Prairie 1
3 Sylvia Blaylock	" 2	Liberty 2
4 Alma McCombs	" 4	English River 1
5 Tony Greiner	" 2	Clear Creek 1
6 Nora Evermann	" 7	Van Buren 2
7 Glen Heninger	" 3	Steady Run 2
8 Eva Allsup	" 5	Warren 1
9 Loyd Fry	" 6	Lafayette 2
10 Effie Shy	" 4	Jackson 2
11 Kittie McBride	" 2	Sigourney 1
12 Louie Strohmann	" 10	German 2
13 Don Walker	" 2	Lancaster 2
14 Fay Harding	" 4	Washington 2
15 Sidney Axmear	" 2	Adams 1

GRADED SCHOOLS.

1 Agnes Hurd	Kinross	No. 1	Liberty	2
2 Carleton Hamilton	Thornburg	" 6	Prairie	2
3 Delano Starr	Ollie	" 8	Jackson	1
4 Emma Lester	So. English	" 1	English River	4

Chapter 1.

LEARNING TO SPELL.

There is considerable confusion everywhere in regard to the subject of spelling and the teaching of it. I was not very much surprised to find these expressions in large letters at the head of an article in an educational journal: "Are In College, But Can't Spell. Freshmen Fail on Simple Words." Everyone realizes that the condition is deplorable. Many persons say that our language is the cause of this condition—we have the most difficult language in the world to acquire. The members of the N E A seem to have this idea of the matter, and are trying to simplify the spelling of some of the most confusing words in our language.

The old-fashioned way of learning to spell was to *spell*. I am not sure that it is wrong to be old-fashioned when it comes to spelling. Pupils ought to acquire the habit of accurate spelling. They don't need to swallow the whole dictionary in order to acquire this. If a pupil knows a certain number of words perfectly, he is better able to determine what other words he doesn't know accurately. He is better able to use the dictionary. Be sure that he has command of 500 or 1,000 words of common usage and he will be on the road to success in spelling. But he must be absolutely sure as to the words he assumes to know.

With the above idea in mind, three county superintendents in Iowa met and prepared a list of 1,000 words of common usage for the study of the school children in these three counties. The list did not include any difficult or "catch" words, but it included simple words which are very often misspelled. Each county superintendent was

allowed to conduct the spelling work in his own county with the understanding that a tri-county spelling contest would be held in connection with the Chautauqua in Washington, July 2, 1903. The following is a letter which was sent to the teachers of Keokuk county:

Put your spelling books aside for the winter term and use the enclosed list of 1,000 practical words as a text. Teach your pupils how to write these words correctly. The last week of your winter term, provided this will not be later than March 27th, you will hold a written contest to find out what pupil in your school will receive the highest per cent in writing these words correctly. As soon as you have held your contest and have found out who this pupil is, you will send me his name and address. Then on April 11th, 1903, this pupil will come to Sigourney to represent his school in a written contest. The three pupils who receive the highest per cent as a result of this county contest will go to Washington July 2nd to represent our county in a tri-county contest. The pupil who wins at Washington will receive \$20 for the school he represents and \$5 for himself. Any teacher whose pupil wins a place in the county contest or in the contest at Washington will have made a reputation which will be profitable to him. This county will look with pride on the children and teachers who undertake this task earnestly and especially on the three pupils who win in the county contest and on any pupil who may win in the contest at Washington.

Teacher, it is worth your while.

I trust that the school children of this county will be greatly benefited by the contest.

Instructions.

Give special attention to the capital letter and to the hyphen where they are used. Look up the pronunciation, diacritical marking and meaning of every word in the list. If the teacher does not give the correct pronunciation for each word, the child will not understand the words when they are pronounced in the final contest. The teacher will be surprised to find that many of these words are not generally pronounced correctly. You will notice the word *aisle* in the list. Tell the pupils that when this word is pronounced they are to spell *aisle* and not *isle*; when *prey* is pronounced they are to spell *prey* and not *pray*; *stationery* and not *stationary*; *scene* and not *sane*; *suite* and not *sweet*. *Dessert* and not *desert*; *caramel* and not *caromel*; *principle* and not *principal*. In other words, teach your pupils to spell and to write each word just as it appears here and not to spell or write something which sounds like or looks like the

word desired. You cannot be too careful with this.

If there are two ways of spelling some of the words, nevertheless, spell them as they appear in the list.

Notice the accent of each word. Some of the words permit several different systems of accent. Find out what the different systems of accent of such words are and explain them to the pupils so that they will recognize the words no matter which system is used in the final contest by the person pronouncing. For this reason give special attention to the following words: *duress, entrance, secretory, surrog and quinine.*

Some words permit two systems of diacritical marking. Give special attention to the following words: *gaseous, promenade, dynamite, hygienic, isolate and obisance.*

There will not be enough lists to supply every pupil in the county and the teacher will need to put a list in a place where the pupils can see it.

No pupils in graded schools who are classified higher than the eighth grade will be allowed to enter the contest.

While this contest will be a written one, yet the teacher should not fail to have the children spell the words orally. The writing of each letter and word must be legible. The letter *u* will not be accepted for *o*.

Don't attempt to master the correct spelling of too many words in one lesson. Divide the list of 1,000 words into lessons which will be best suited to your school. Review often. *Spell. Spell. Spell.*

What They Said.

My pupils are taking great interest in the spelling contest. Everyone thinks it is a good thing. Spelling schools are getting to be quite common. We will have one at our school Friday night.

A TEACHER.

We had a "spell down" Friday evening, January 23rd. Liberty carried off the honors.

K. A. KIRKPATRICK.

Interest in the tri-county spelling contest is gradually working up to fever heat. Teachers are offering all sorts of prizes to the pupils who will represent their schools at Sigourney. Good thing: push it along. We'll be a nation of spellers yet. —Keota Eagle, January 22nd.

The spelling contest has created new interest, not only in spelling, but all of the other branches of study.

ANNA F. CLARAHAN, Harper.

I think the list of 1,000 words a very practical one.

LULU POLLOCK.

I give the words without study and then the pupils learn the ones misspelled. PRIN. C. C. BOWIE.

The pupils show a great deal of interest in the spelling work and we have better lessons than ever before. MINNIE STROHMANN.

By giving 25 words to the spelling class each day we will get through the little spelling book and we will have two weeks for review. We review misspelled words each day. INEZ ROLLER.

County Superintendent Miller announces something new in the educational line and something that cannot help being a decided benefit to the schools of the county. Spelling is usually one of the weak points in our educational system, and it is not unusual to find pupils who are well educated otherwise who cannot spell many words of common use correctly.—Hedrick Journal, Jan. 7, 1903.

All of the pupils are doing good work. They take more interest in these words than they do in the words in their spelling books. LOTTIE EVERMANN.

I find the little spelling book a great help and a greater interest has been created in that study than ever before. SUE DOWNING.

The list is a good stiff one but the words are for the most part practical and if the pupils of these three counties learn them all as they should, there will be better spellers than we have at present.—What Cheer Patriot, Jan. 2, 1903.

County Oral Spelling Contest.

For a number of reasons it was thought best to hold a county oral spelling contest. It was necessary to have some money with which to pay the general expenses connected with the contest. And so many people wanted it. You know how our parents and grandparents delight to tell of the old-fashioned spelling school. They wanted us to have one of these oral spelling schools and we planned for a large one by sending the following letter to all of the teachers:

On the evening of April 10, at 8 o'clock, the evening just previous to the day when the written contest is given, an oral spelling contest will be held in the Sigourney high school building. Only the representatives from the various schools of the county and who participate in the written contest will be allowed to enter this oral contest. The same 1,000 words will be used in this contest; but if several pupils remain standing after this entire list has been used, then other and new words will be introduced.

Five dollars will be given to the pupil who wins in this oral contest. An admission fee of 25 cents will be charged. Representatives of schools will be admitted free. It is hoped that the attendance at this oral contest will be large enough so that a pleasant surprise to the extent of several dollars can be given to each one of three pupils who wins in the written contest April 11.

Let it be understood that the entire expenses of the three pupils who go to Washington will be paid.

What an interesting spelling contest it will be! 139 of the best spellers Keokuk county can afford. Each one will represent a school and each one will bring honor to his school. What parent does not want to see his child win? What teacher does not wish to see his pupil win? Who does not wish to see this contest? What teacher will fail to do his duty to raise the standard of spelling in our schools?

Each teacher in this county will be held responsible for the representation of his school.

Those pupils who recently passed the examination for a county diploma will receive their diplomas at this time.

COUNTY SPELLING CONTEST.

THERE WERE EIGHTY BOYS
AND GIRLS IN THE CLASS.

THEY KNOW THE "ONE THOUSAND."

Good Educational Interest Awakened
All Over The County.

The spelling contest of this county came off last Friday night and Saturday according to program.

Notwithstanding the fact that it rained about all day Friday, the boys and girls were interested and they came here from all parts of the county. They brought their father or mother or teacher with them and by four o'clock Friday the town was filled with rural school children and their friends.

Friday evening at 8 o'clock Mr Miller lined up eighty contestants from as many different schools of this county. Everyone of the eighty a good one and ready to spell until morning for the glory of his school.

There was a good audience present and while the exercises grew long the interest never waned.

When the first one thousand words had been pronounced there were but twelve words misspelled—demonstrating beyond a doubt that these boys and girls had not come here without first preparing their lesson.

The work of pronouncing was difficult from the fact that the class and the "teacher" were not accustomed to each other. The

room and the class were large and it was a most trying position for the speller and the pronouncer.

At the end of the one thousand words—new ones were given—words that they had not studied and it didn't take long to close the contest.



Pauline White, English River township, No. 7, carried off the honors of the night and was awarded a prize of a five dollar gold piece. Pauline White is a daughter of Hon. Fred White and the teacher of No. 7 was Ray Williams.

Saturday afternoon the real contest took place. This was a written contest.

The same thousand words were given and the same eighty boys and girls wrote them. The manuscript will be examined and the winner will go to Washington in July to compete with that county and Louisa county in a spelling contest.

There is one thing certain, this has created an interest in spelling among the pupils of Keokuk county that can't help being beneficial. These

boys and girls have learned one thousand words this winter and learned them well, too. They have done more than that. They have learned to write by writing the words and when an interest has been created in one branch of study it can't help spreading to the others.

Of course there will be a number of disappointments but that is always evident when one enters a contest. Somebody must win and somebody must lose.

Undoubtedly the bad weather kept a good number from getting here as there were 139 who had signified their intention of coming — *Sigourney Review*, April 15, 1903.

One father and mother drove 18 miles through the rain to get to *Sigourney* to witness the contest. I was surprised to see them here knowing that they had so far to come through the rain. I told them I was surprised to see them and asked them why they came. The father answered:

"Why we had to come. If we hadn't that daughter of ours would have bawled her head off."

For some unknown reason the word *arctic* appeared twice in the little spelling book. The person who pronounced the words in the county written contest pronounced this word when he came to it the first time and omitted it when he came to it the second time. One of the contestants had the list so well committed to memory that he even knew the order of the words. He left a blank space for the word omitted by the pronouncer and inserted this expression in writing, "The word *arctic* belongs in here somewhere."

Getting Practical.

The schools in Washington, Keokuk and Louisa counties have inaugurated a movement that should be duplicated all over Iowa. The object is to create an interest in spelling the words commonly used in the English language. The plan adopted is for each school in a county to devote considerable time to spelling and the best spellers in each school are sent as delegates to a regular contest at some central point. A few days ago one of these contests occurred at Sigourney in which 80 boys and girls took part.

A list of 1,000 words was prepared, but these were not enough to trip up all of the class. Miss Pauline White, daughter of Hon. Fred White, won the honors. This spelling contest was done orally, and a written contest followed, the winner of that to represent Keokuk county at the tri-county contest which will be held at Washington next July.

There is no excuse for being a bad speller. It is the result of carelessness and poor teaching. It is a branch of study more neglected than any other, while in the affairs of life it is more used than any other. Too many girls and boys jump from the real foundations of education to the side issues that are forgotten soon after they leave school. A man with a thorough knowledge of orthography, arithmetic, grammar and geography is pretty well prepared to take care of himself. Of course other studies are all right and very handy to round out an education and should be taken when the four named are thoroughly mastered.

Many men and women who have college diplomas cannot write a page of manuscript free from errors of some kind. The average compositor in a printing office can detect them. These men do not lay claim to finished educations, but what they have is practical and embraces what is in every day use.

The plan being followed in the three counties named is sure to bring good results, and the idea is a splendid one. It is worthy of imitation everywhere.—Ottumwa Courier

These Young People Can Spell.

The following are the names of spellers who received grades of more than 99 per cent in the county written contest:

Russel Hayes	Charley Lawson
Lillie Short	Sylvia Shaw
Elizabeth Gross	Bessie Crooks
Dora Goeldner	Helen Clarahan
Menza Shy	Vera Abraham
Edna Reed	Berenice Thompson
Ressa Cover	Jennie Pollock
Effie Davis	Jeanette Lemley
Mary O'Brien	Buda Keller
Kate Humes	Mazie Hampton
Celia Terry	Berenice Hardesty
Walter Strohmam	Herbert Utterback

Nellie Hardesty	Don Walker
Eunice Cox	Anna Bruns
Sophia Behnamann	Joy McCauley
Emma Bruns	Josie Pfannebecker
Luey Beinke	Hugh Jackson
Lelia McDowell	Bessie Holmes
Vinia Dowis	Pearl Warrington
Roy Simmonds	Otus Coffman
Sylvia Noffsinger	Pauline White
Katie Schilling	Rosa Neiman
Ina Carlisle	Dale Sampson
Fern White	Jennie Molyneux
Mabel Sears	Clark McCracken
Rosa Tools	Hazel Lonner
Robert Fischer	Stella O'Rourke
Lydia Miller	Maude Helm
Hattie Jacobs	Stella Dawson
Tony Ruggles, 98 per cent	Ida Powell, 97 per cent
Nellie Carson, 98 per cent	Johnnie Knox, 97 per cent
Carl Fairchild, 97 per cent.	

This list does not include the names of the seventeen spellers who received 100 per cent.

The three county superintendents were surprised to find that more than three pupils from each county could spell the 1000 correctly. Here is the record: Louisa county 5; Washington county 6; Keokuk county 17. And all of the 28 were allowed to take part in the tri-county contest. Following are given the names of the Keokuk county boys and girls who spelled the 1000 words correctly in the written contest and fifteen of them went to Washington on the evening of July first to take part in the tri-county contest on the evening of July 2nd, 1903:

PUPIL	TOWNSHIP	SCHOOL	TEACHER
Ray Richardson,	Lancaster,	Chastine,	Mrs. Geo. L. Matson.
John Brooks,	Benton,	Hedrick,	John Goldthwaite.
Dolly Morrow,	Richland.	Sub-district No 8,	Mildred Brady.
Jennie Slaven,	Washington,	What Cheer,	Pearl McCune
Ethen Hemsley,	Van Buren,	No. 1,	George Schwenke.
Hilda Hartman,	Lafayette,	No. 7,	Eva L. Reed
Bertha Brower,	Liberty,	Locust Grove,	Arthur Coffman.
Edith Wenger,	Liberty,	Liberty,	Milo C. Miller
Glen Kirkpatrick,	English River,	South English,	A. L. Vincent.

Elsie Hawk,	Warren,	Delta,	Ida Fisher.
Harold Morton,	Prairie,	Gibson.	Henry Hervey.
Nellie Monaghan,	Liberty,	No. 4,	Katie McCann.
Alma McCombs,	English River,	Grant,	Jessie Gemmill.
Mamie Strasser,	Prairie,	Coal Creek,	A. E. Murley.
Amanda Beinke,	German,	Sub-district,	No. 11, Orlando Hobson.
Letha Haines,	Jackson,	Ioka,	Mrs. Lillus Sheraden.
Jessie Redfern,	Steady Run,	Martinsburg,	Geo. L. Matson.

July 2nd, 1903, Educational Day at the Washington Chautauqua, was a great day. Fifteen of our seventeen spellers were there. At seven o'clock in the morning twenty-five representatives—five from Louisa, five from Washington and fifteen from Keokuk county—met in the South Ward school building and wrote the 1,000 words which were pronounced by Miss Hughes and Mr. Miller. The boys and girls did well—exceedingly well considering the great heat of that day. At five o'clock, in the main tent on the Chautauqua ground, the judges gave their decision and it was found that eight contestants had spelled the list correctly and seven of them were from Keokuk county. Following is the list of successful contestants: Jessie Redfern, Ray Richardson, Mamie Strasser, Elsie Hawk, Bertha Brower, Harold Morton, Dolly Morrow and Jake Roth. The last one named belongs to Washington county.

The twenty-five dollars was divided equally among the eight successful contestants.

The three superintendents had previously made arrangements for a tri-county oral spelling contest and offered a prize of \$3 to the contestant last on the platform. Washington was allowed to add ten representatives to her number in this oral contest and this made 35 contestants in all. This contest was held in the afternoon and in the main tent in the presence of hundreds of people. The large tent was crowded and the interest was intense. When the 1,000 words had been pronounced, not one contestant had gone down. New words were then selected from a modern spelling book and pronounced by Miss Hughes. How those boys and girls spelled! How well each represented his county! But one by one they went down.

Of the last six standing all but one were from Keokuk county. One by one they missed until John Brooks and Mamie Strasser, both from Keokuk county, were left to entertain the crowd. And they entertained the crowd for a long time. They can spell—John was only nine years of age. Isn't he a remarkable boy? But he finally

misspelled a word and Mamie Strasser was awarded the prize of \$3 which she well deserved.



MAMIE STRASSER.

This is a likeness of Miss Mamie Strasser who made a remarkable record in our spelling contest. She spelled the list of 1,000 words correctly in the written county contest. She spelled this list of words correctly again in the written tri-county contest, and she "spelled 'em down" in the oral tri-county contest. Miss Strasser is a country girl, living near Coal Creek, in Prairie township. Our county has reason to feel proud of the record she made

All persons connected with the tri-county contest feel very grateful to the Washington Chautauqua Association. They paid the expenses of three representatives from each county and they gave the \$25 to the eight winners.

Yes the spelling contest is past but its influence lives and will live for a long time. The cooperation of parents, pupils and teachers in the work was remarkable. They realized that the pupils in our rural and town schools are not proficient enough in spelling and they gladly and earnestly took hold of the work to better the conditions.

The little spelling book became a popular friend everywhere. The great demand for it could not be supplied. It can be found in many homes in Keokuk county today not as a mere souvenir but as a little laborer ready for duty.

The influence of our spelling contest was not confined to our own state. The plan has been used in many other counties and states and has been a remarkable factor for good. Albert Donnell, superintendent of schools in Slatersville, R. I. is one

of the many educators who has made use of the plan. He says: "I am anxiously looking for means to create a mutual interest and rivalry between schools that for a number of years have received little attention."

What a Teacher Said.

George Horras was in Cedar Falls attending the Iowa State Normal school. This school requires every student who enters to take a test in spelling. If he fails in the test he has to study the subject of spelling until he is able to pass this test. Many universities have recently arranged for a class of this kind and generally call it the "pity sakes" class. Here is what George says about it: "I took the test this morning and they passed me off with 96 per cent and I know that I could not have done it had it not been for the study of the 1,000 words used in the Keokuk county contest, for we had a great number of these words in this test."

The above shows that the spelling contest was a benefit to the teachers as well as the pupils of this county.

No Keokuk county teacher who took an active part in this contest has joined a "pity sakes" class. One of our teachers received 100 per cent in the test at Cedar Falls and he, too, sings praises for the contest. Oh, it was a help to everybody! Fathers and mothers, lawyers and doctors and farmers took an interest in it and profited from it.

County Spelling Contest Expenses.

Pauline White.....	\$ 5.00
Oranges for contestants	2.40
Janitor	2.50
Ribbon for badges and diplomas.....	2.72
Printing on badges.. ..	1.75
Cut for advertising the contest	2 25
Tickets for oral contest	2 00
Total expenses	\$18.62
Amount taken in at the contest... ..	\$51.75
Expenses	18.62
	\$33.13

This was distributed among the 17 pupils who spelled the 1,000 words correctly. \$33.13 divided by 17=\$1.94 15 17.

COUNTY SCHOOL EXHIBIT.

A county fair is a common thing in many counties of the state. It is held and conducted by a county fair association. It used to come to Keokuk county once each year but for a number of years it has not appeared. However, a district fair is held in What Cheer each year and I was able to secure the cooperation of this association in holding an educational exhibit in connection with that fair September 22, 23, 24 and 25, 1903. Following is given a letter which was sent to the teachers of our county asking them to take hold of the work:

Following you will find a card.

Maps and Carving

	FAIR		MITCHELL BROS.	
	BEST	SEC. BEST	BEST	SECOND BEST
Map of Iowa	\$1.00	50	J. C.	BEEM
Map of County	1.00	50	A BOOK	A BOOK
Map of United States showing products of different localities	1.00	50		
Drawing of animals--eight or more	1.00	50	CAP. E.	MILLER
Pen or pencil drawing	1.00	50		
Specimens of carvings in wood	1.00	50	100	50
Plan of house	1.00	£0		
WRITTEN WORK				
Letter--To my Teacher	1.00	50		
Specimen showing greatest improvement in penmanship	2.00	1.00		
Letter--To my Mother	1.25	1.00	FIRST. NAT BANK	
CABINETS				
Collection of native woods, correctly named	1.00	50		
--twenty or more	1.00	50		
Collection of geological specimens--twenty or more	1.00	50		
Herbarium, showing twenty or more specimens of wild flowers correctly named	1.00	5		
PRIMARY WORK				
Display of perforating	1.00	50		
Display of paper cutting	1.00	50		
Display of paper weaving	1.00	50		

Please read it carefully and keep it for future reference. It shows you a list of the awards offered to the children of this county by the What Cheer Fair Association for various kinds of school work placed on exhibition at this *Fair*.

Our spelling contest was a great success but many children were not old enough to take part in the spelling work.

I have arranged for a new contest in which every pupil in your school can take part. There is work for all grades and the work is *modern*. Our country is demanding that we put more work into our schools which will require the pupils to use their *Hands* as well as their *Minds*. Let us be practical in our work. It is important for the pupil to know how to *draw*, how to *carve* and how to *write*.

Copy this list of awards on the blackboard. Tell your pupils that you and the county superintendent wish each pupil to select at least one of the sixteen subjects for his best efforts. Some of these pupils may be able to make their own selection; others will need your help. No pupil will be allowed to compete for more than six awards.

Encourage the children to observe and collect specimens of native woods, rocks and wild flowers as they come to school and as they go home. It may be possible for you to plan an excursion for the encouragement of this work.

I will soon send you another card on which I wish you to make a report of the work you are doing.

On the last day of your school collect all material which is ready for exhibition and send it to me. Your school will not continue many weeks but there is plenty of time to do this work. The children can continue to work for the awards during the summer and fall as the *Fair* will not begin until the 22nd of September.

Notice that the award for the work in penmanship is for the *greatest improvement*. The pupil who receives this award may not be the best penman. Use the following sentence for the copy in this work: "The What Cheer Fair Association wishes to encourage the children of our county to do better school work."

The competition in this department is between individuals and not classes or schools. No pupils above the eighth grade will be allowed to compete. Those pupils who compete for the award given for the greatest improvement in penmanship must send a specimen of their penmanship to me when they begin to work for the award.

Every possible effort was made to encourage originality and individuality on the part of the pupils.

What Teachers Said:—

All of my pupils are talking about the "new contest" as they call it.

MAGGIE DONOVAN

I am sending you a copy of the writing of three of my pupils who have selected the "greatest improvement in penmanship" as one of the subjects for their best efforts. All of my pupils are very enthusiastic over the exhibition, and I believe that it will be a stimulus toward better school work.

DORA E. HOUSE.

Please find enclosed specimens of two of my pupils' penmanship. I think this a fine thing and am going to do all I can to make it a success.

RAYMOND SANDERS.

These quotations are only a few of the large number received which would go to show that an unusual interest was taken in the work and that it was a factor for good in our schools. Following are given a list of the names of pupils who received first and second prizes

Educational Exhibit

SPECIMEN	FIRST	DIST.	TOWNSHIP	TEACHER
Map of Iowa.....	Maude Stevenson	3	Steady Run	Lillian Harlan
Map of county.....	Atha McDowell	7	Liberty	Anna Shortless
U. S. Map showing products of different localities.....	Minnie Messerschmidt	9	Lafayette	Margaret Striegel
Drawing of animals, eight or more.....	Julian Geneva	10	Washington	Pearl McCune
Pen or pencil drawing.....	Chas. Johnson	10	Lafayette	Ethel Thomas
Specimens of carving in wood.....	Henry Belnke	9	Warren	Augusta Oldenburg
Plan of house.....	Rozella Herrick	1	Warren	A. M. Miller
Letter, to my teacher.....	Wm. J. Shaw	9	Lancaster	Ed. Duree
Showing greatest improvement in penmanship.....	Loyd Holzworth	4	Lafayette	Susie Lahr
Letter, to my mother.....	Omar House	7	Van Buren	Dora E. House
Native who is correctly named, 20 or more.....	Chas. Kirkpatrick	1	Lafayette	Elva Downing
Geological specimens, 20 or more.....	Don Walker	2	Lancaster	Sophia Strohmman
Herbarium, 20 or more specimens of wild flowers.....	Fay Sanders	4	Washington	Maude Johnson
Display of perforating.....	Tena Mittlested	9	Washington	Maude J. Eyler
Display of paper cutting.....	George Hahn	8	German	Minnie Strohmman
SECOND				
Map of Iowa.....	Floessie Day	2	Richland	Frances Meacham
Map of County.....	Ivan Tracy	2	Richland	Frances Meacham
U. S. Map showing products of different localities.....	Denver Pfannebecker	7	German	Minnie Strohmman
Drawing of animals, eight or more.....	Mollie Wine	2	English River	Emie Boltz
Pen or pencil drawing.....	Lena Drummond	2	Richland	Frances Meacham
Plan of house.....	Edith Sulist	3	Warren	Estella Malone
Letter, to my teacher.....	Emma Tracy	2	Richland	Nettie Farmer
Showing greatest improvement in penmanship.....	Charles Watson	6	Prairie	Harry McVicker
Letter, to my mother.....	Olive Thompson	4	Adams	Lucy Gross
Native woods correctly named 20 or more.....	Archie Bakhouse	9	German	Augusta Oldenburg
Geological specimens 20 or more.....	Louie A. Strohmman	10	German	George Schwenke
Herbarium, 20 or more specimens of wild flowers.....	Evelyn M. Clune	1	Prairie	Eva Dansdill
Display of perforating.....	Della King	9	Washington	Maude J. Eyler
Display of paper cutting.....	Mabel Witten	8	German	Minnie Strohmman

Mrs. Alice Mendenhall and Mrs. D. T. Stockman were judges and they spoke in terms of praise concerning the exhibit. This school work, with the exception of the specimens in penmanship, was returned to the pupils who prepared it.

A little girl came into this office one pleasant afternoon not long since and began to talk about her school. She said: "Our school has closed but I like to go to school and I want to learn all I can so I am attending school in the district just north from us." We don't find many boys and girls ten years of age so eager to get an education that they will attend school in a neighboring district when their own school has closed. I began to realize that the little lady before me was remarkable in many ways. Why she went on to say, "I had a birthday Wednesday." "Wednesday?" said I, "That was my birthday, too." But this wasn't all. We continued our conversation. She said, "I worked hard to get to represent our school in the township historical contest but———beat me. She had an excellent production, didn't you think so?" Indeed she did have an excellent production. It was necessary for her to have an excellent production if she hoped to win when in competition with this little lady. "But," said this little lady, "I guess I won in one contest." What was that? "I received one dollar and a half for work placed on exhibition at the What Cheer Fair." But even this isn't all. I went to a hotel for dinner that day and as I sat down at the table a gentleman said, "I met one of the most intelligent little girls today that I have met for a long time." "Where did you see her?" "In the bank. She had a certificate of deposit for one dollar and a half." And then I asked him if he knew where she had received that money. Of course, he didn't know and I was not absolutely sure that I knew but I told him of the fact that this same little girl had received this same amount of money for school work which she had prepared and sent to the What Cheer Fair. How much she thinks of that one dollar and a half! But the best part of it is that she has learned how to take defeat or victory whichever comes her way. This is one of the best lessons in life. Indeed, life is a contest and the sooner we are able to meet its demands, the better for us. How sincere was the old soldier who had engaged in many fierce battles during the Civil War and who wanted to impress this fact on the minds of his grandchildren. They were accustomed to sit with him by the fireplace each evening and ask for stories and descriptions of battles. They were somewhat surprised one evening when they asked him to tell them about the greatest battle in which he had ever fought when he named it the "The Battle of Life." Yes, many things go to show that contests are all right when properly conducted.

Chapter I.

Part I==Township Educational Rally

Following is given the substance of a letter which was sent to the teachers of this county November 20, 1903 and which explains itself:

The Educational Council of the State Teachers' Association, of which I have the honor of being a member, is urging the school interested people of Iowa to unite in a state-wide campaign of education. There can be no question regarding the need of a united effort that shall have for its object the creating of a better public opinion in favor of good schools.

The following is the plan which will be used in this county:

An educational rally will be held in each township December 5, 1903. The rally will be for the *people* of the township and not for the teachers alone. The *people* at large must be reached if we wish to improve our schools. A competent school interested person has been appointed to supervise the rally in each township. This township conductor will prepare a program and will ask you to take an active part. He will make a report to the county superintendent concerning the quantity and quality of the work done by each teacher. And I want to tell you that I care more for the record which a teacher makes when he is in the school room where he can show his real worth as a teacher, when he is attending educational associations where he can show his willingness to help his fellow-workers, the school child-

ren and their parents and where he can show his willingness to be helped by them—I care more for this than I do for the record left on a few examination papers.

Make December 5th a memorable day for the schools in our county. Let no county surpass ours in its effort to improve the schools. Go into the work with an interest and enthusiasm never known before.

Your township conductor will send you some programs. See that at least one program reaches every home in your school district.

He will also send you some invitation cards to parents one of which is to be sent to each home in your district after it has been properly signed by you.

Township Conductors

Sup't Mary Bryant, Benton,	Prin Charles Yeager, Lafayette,
Prin. C. E. Humphreys, Warren,	Prin Roy E Farrand, Adams,
Prin. W. C Hicks Richland,	Prin W. S Yeager, Steady Run,
Prin. Geo Horras, English River.	Prin Harry McVicker, Prairie,
Prin. Edward Duree, Jackson,	Prin. S. E. Divelbiss, Lancaster,
Prin. Harry Trumbo, Liberty,	Miss Emma Blaise, German,
Margaret Hoffarth, Washington,	Miss Nancy Frey, Clear Creek.

Prin. J. A. Thomas, Van Buren and Sigourney

These conductors will be required to make public reports at county educational rally which will be held in Sigourney soon after the holidays. These reports will tell of the condition of the schools in each township, what they have done, are doing. will do and ought to do in the future. Several educators of national reputation will be imported to help with the county rally which will be the greatest educational meeting ever held in Keokuk county.

Try to have a talk with your township conductor before the time of the rally.

An effort was made to secure the cooperation of the press and of the ministers of the gospel. Every minister in the county was asked to devote at least one sermon, Nov. 15, or the first Sunday possible thereafter, to a discussion of themes bearing upon the work of the public schools. Where the same minister had charge of two churches he was asked to give this sermon in each church. The importance of these discourses as means of reaching the people can hardly be overestimated. The same four subjects were discussed in all of the fifteen township rallies: 'Teachers' Wages,' "What can school boards, teachers, parents and citizens do to improve the schools of this township?" "Improvement of Schoolhouses and Schoolgrounds," "Do we need an education of the Heart and Hand as greatly as an education of the Head?" The township conductor was allowed to add other appropri-

ate subjects to the program if he thought it necessary. He made the program interesting by adding something in the line of music and reading. A few of the conductors imported help from neighboring counties and thus greatly added to the success of their rallies. The conductors asked their local newspapers to help them. They published township programs so that everybody could know when and where the rallies would be held. Several newspapers gave extensive reviews of the different sessions of the rallies and a number of them published some of the best papers read in their respective townships. This was one of the greatest sources for good in connection with the rallies.

Another source for good was that the conductor in each township became acquainted with all of the school interested people and with the needs of the schools in the entire township and the people thereafter looked to him for advise and help in educational work.

One conductor became so enthusiastic that he wrote to me and this is what he said:

"On with the work of education in Keokuk county! I am glad to have a chance to help in this great work."

Part 2==County Educational Rally

SIGOURNEY, IOWA, JANUARY 22-23, 1904.

PROGRAM

FRIDAY EVENING, 7:30 P. M.

Music—Keota High School Orchestra.

“Manual Training and Elective Studies”—Sup’t. W. L. Steel, Galesburg, Ill.—Sup’t City Schools. Galesburg, Ill. President of Illinois State Teachers’ Association in 1903 A. M., ’80, Monmouth College, Illinois; Ph. D., ’00 Knox College.

Vocal Solo—Miss Blanche Stewart, Supervisor of Music in Keota Public Schools.

SATURDAY MORNING, 8:00 A. M.

Music—Sigourney Pupils.

A talk of ten minutes from each one of the fifteen conductors of township rallies.

1. Emma Blaise—German Township.
2. Nancy Frey—Clear Creek Township.
3. Sup’t Mary Bryant—Benton Township.
3. Roy E. Farrand. Adams Township.
4. Prin. Chas. Yeager—Lafayette Township.
5. Prin. Geo. D. Horras—English River Township.
6. Prin. Margaret Hoffart—Washington Township.
7. Prin. C. E. Humphreys—Warren Township.
8. Prin. W. C. Hicks—Richland Township.
9. Prin. S. E. Divelbiss—Lancaster Township.
10. Prin. Harry P. Trumbo—Liberty Township.
11. Prin. W. S. Yeager—Steady Run Township.
12. Prin. H. S. McVicker—Prairie Township.
13. Prin. Ed. Duree—Jackson township.
15. Prin. J. A. Thomas—Sigourney and Van Buren Townships.

Music—Keota High School Orchestra.

"School Gardens"—Orville T. Bright, Chicago, Ill., Prin. of James R. Doolittle School, Chicago. Vice President of National Educational Association 1902-1903. Ex-County Superintendent of Schools.

NOON.

SATURDAY AFTERNOON, 1:30.

The Palmer method of writing—A. N. Palmer, Cedar Rapids, Iowa. (Editor of the Western Penman.)

Music—Keota High School Orchestra.

Lecture—"Some School Problems" (Illustrated with stereopticon views) Orville T. Bright, Chicago, Ill.

The whole program will be interesting and instructive to members of school boards, parents, pupils and teachers. It has been arranged for the people and not for teachers alone. There will be three sessions of the program as outlined above. Course tickets will be sold for 35 cents each. Ask your teacher for a ticket.

The County Educational Rally was carried out according to the program. It was a rally which no progressive teacher in the county could afford to miss. On account of the snow, ice and bad weather the attendance was not as large as it might have been, but taking everything into consideration the attendance was good.

The Keota High School Orchestra furnished music for all of the sessions. This music was very much appreciated by those in attendance. This orchestra reflects great credit upon the Keota schools.



Grace Brownell, Stanton Chesney, Blanche Stewart, Harold Helscher, Nelle Fish, Clara Stewart, Raymond Warrington, Everette Hulse.

Miss Blanche Stewart whose likeness appears in this group is supervisor of music in the Keota schools and she added to the agreeableness of the program by furnishing several vocal solos.



Through the kindness of the Midland Schools, Des Moines, Iowa, a state educational journal, we are able to present this group.

Sup't W. L. Steele read a paper on Manual Training and Elective Studies. He gave a short history of the work in manual training in the Galesburg schools and his experience with the elective system. At this time the Galesburg schools owned \$4,000 worth of tools for the manual training department and the system has given the best of satisfaction. Mr. Steele was very enthusiastic in his support of the elective system. The chief advantage claimed for it was that it kept pupils in school who would drop out if they had to pursue one certain line of studies. Mr. Steele believes that the germs and extracts of all trades should be introduced into the schools.

Saturday morning the fifteen township conductors gave public reports which showed the condition of the schools in their respective townships and pointed out the way to many much needed improvements and reforms.

The numbers in this group correspond to the numbers found in front of the names of the township conductors on the program for the county educational rally. It was impossible for us to get a photograph of Mr. Thomas in time to use it in this connection. The township reports were interesting and instructive and showed how earnestly and energetically these men and women worked in behalf of the rally system. In scholarship and in substance they were all above the ordinary. Time and space will not allow us to publish all of them but it may not be out of order to give you an idea of their general character by the use of one of them.

Condition of Schools in Liberty Township.

I feel a little timid about making my report as these that have just been given are so good. They remind me of a story. Once upon a time—as the story runs, there was a young married couple living off in a community where neighbors were scarce and far between. Now the man and his wife thought very much of each other, strange to say, and it happened one time that the husband was obliged to be away from home for some time. Of course the fond wife waited anxiously for her husband's return. One day when he was absent, she took the water jug and went down to the spring to get some fresh water. She filled the jug and started back and whom should she see coming down the path to meet her but her husband. She ran swiftly to meet him and the husband reached out his arms and drew her to his bosom. They were much delighted. All nature seemed happy. Even the old jug which the wife had dropped and out of which the cork had popped just lay over on its side and as the water gurgled out it said "goody! goody! goody!" That's the way I feel about these reports. They are good, good, good.

23

It seems to me that the county superintendent has mixed up the bill of fare. Where I've been eating, they usually bring on the plain food first and later the pie and cake. I think that Mr. Miller should have reserved Mr. Yeager and Miss Bryant and these other speakers till a little later on. He commenced to give you cake and pie and has kept it up till just at present he has given you a small chunk of corn bread. You must not blame me for this. I had nothing to do with the making of the program. I am somewhat like a man I once heard of. This man had a very tattered pair of trousers and one day a friend spoke to him about the dilapidated condition of his pantaloons. "Yes," said the man. "I know my pantaloons are somewhat seedy, but clothes don't make the man; these pantaloons cover a warm heart." I suppose those pants were bib over-alls. I am something like that man. I am not an orator, nor am I like the gentlemen who have preceded me—handsome, but I have a warm heart; my intentions are good.

As our rally has been fully reported in the Exponent, I will not report on it only I will say that it was very well attended by the country people who seemed to take great interest in it.

Generally speaking, the schools of our township are in good condition, but that isn't saying they are in the condition they ought to be in. Nay, far from it. It is true that good work is being done, but not the best, on account perhaps of an occasional indifferent teacher, school board, or community.

Most of the schools of our township have small libraries, but too small for the best results and in the way of apparatus the schools are very, very deficient. To teach in our township is like "making brick without straw." Our patrons need educating in that line. It is strange to me why those farmers buy the best farming machinery for their own use while they send their children to school to be trained for life and provide the teacher with absolutely no machinery at all.

The school houses of our township are in fair condition with the exception perhaps of one or two which will need to be rebuilt in the near future.

We have eight schools in our township—one of the eight is graded and the rest are ungraded. The eight schools have nine teachers—4 females and 5 males.

The enrollment for our eight schools this winter is about 207, the largest enrollment for any one school being 67 and the smallest 3. Three or four of the schools have a small enrollment. In fact so small that it makes the monthly tuition average somewhat high. Some of the patrons of our township would like to consolidate their districts with others and build up a union school, but it

seems very difficult to get them all in the same mind at the same time, but eventually I think at Kinross we will have a union school, as the patrons of that district are anxious for consolidation. Kinross is admirably situated for such a school as it has a large school building and a large school lot - ample room for the pupils of two or three more districts.

There are about 7.7 acres of land in our township used for school purposes. This should have attention at once as two of the schools have only one-half acre each for school purposes and one has only two-fifths of an acre. Only two districts have more than one acre for school purposes.

District No. 1 has 2.31 acres and district No. 2 has 1.07 acres. The rest have less. Now the pupils can manage to play their games on a two acre lot very nicely, and they can manage by economizing space to play most games on an acre lot but that is the limit. One half acre lot is too small. You know the school buildings take up considerable space in such a lot and then when you turn about two dozen young Americans loose upon the remaining space, you find that things are some what congested. It causes the teacher to either wish for more room or else to make a wish like a boy I once read of who had eaten very much at a Thanksgiving dinner. It was at the close of the meal and he was sitting at the table with his face suffused in tears. The fond mother thinking that her boy wished something more to eat, asked him if he wanted some cake. "No'm" responded the boy, the tears continuing to flow. "Would you like some more pie?" asked the mother. "No'm" replied the boy, the hot tears still coursing down his cheeks. "Well what's the matter?" said the mother. "Tell mamma what you want." Tearfully the boy replied "I want more of this out of me what I've got in." That's perhaps the way with the teachers who have these small school lots—they want to get rid of some of the pupils.

How are boys to play foot-ball or base-ball in such a small inclosure? Why the chances are that if one of our stalwart youth endeavored to catch a fly in a ball game played in such a yard, he would land in the next field before he realized the fact.

I am confident that the land owners who own land near those small school lots would be willing to part with enough land to give the pupils a decent play ground because you can't fence against the the American boy. He has caught the expansion fever and if there isn't room to play his games on his play ground, he will go into the adjoining farmer's clover field and lay out his base-ball diamond and then the poor teacher receives a 'blessing' from the angry farmer.

We ought to have large school lots. Who knows, in the near future we may have school farms and school gardens so "let's be ready for the wagon when it comes along."

In regard to just what the schools have accomplished in the past, it is hard to say. I have been unable to find anything above the ordinary that has been done. Perhaps last year two or three finished the county course of study and one or two took the teachers' examination for certificates. This year perhaps six will take the county examination for diploma and perhaps two or three will take the teachers' examination.

I think there is greater interest taken in education in our township than last year. The educational rally held in our township had a very beneficial result in this respect.

Now as to what we are going to do in the future, I think it is the purpose of most of our teachers to not only help prepare the pupils for life's duties, but to develop in them habits of punctuality, obedience, honor, courage to stand by the right without flinching, and respect for the rights of others. In fact to train them morally as well as physically and intellectually.

H. P. TRUMBO.

After these reports, A. N. Palmer (editor of the Western Penman) gave a talk on muscular movement in penmanship and all present were pleased with his practical ideas.

Saturday afternoon O. T. Bright read a paper on School Gardens. Mr. Bright is a very enthusiastic supporter of school gardens. He said it was the strangest thing to him that the great state of Iowa did not have anything in the agricultural line taught in her schools while agriculture is almost wholly the occupation of her people. Mr. Bright also gave a lecture on School Problems which he illustrated with stereopticon views.

A committee consisting of threet ownship conductors drew up resolutions which were adopted by the teachers of the county.

RESOLUTIONS.

Having received inspiration from the present system of rallies and believing them to be the most effective method of arousing public sentiment to action in improving the schools of Keokuk county.

Therefore be it resolved:

1. That we advise their continuance.
2. That we approve the action of Sup't Miller in securing the prominent educators who appeared on our program.
3. That we heartily commend the plan originated by our county superintendent of holding county and township "Historical Contests" and organizing boys agricultural clubs.

NEEDS OF THE SCHOOLS OF KEOKUK COUNTY.

- 1 More playground.
- 2 Better school houses.
- 3 Water supply close at hand.
- 4 Better out buildings.
- 5 Fences
- 6 Trees and other plant life on grounds.
- 7 More and better apparatus
- 8 Supplementary reading.
- 9 Pictures (to be furnished by board)
- 10 Jackets around stove and stove placed in corner of room.

{ Mary S. Bryant
 { Chas. Yeager
 { Chas. E. Humphreys

At the close of the rally an organization by the name of The Keokuk County Principals and Superintendents' Association was organized with the following officers:

Pres., Prin. J. A. Thomas, of Sigourney. Vice Pres., Sup't Mary Bryant, of Hedrick; Sec., Prin. Harry McVicker of Thornburg.

EXECUTIVE COMMITTEE.

Prin C E. Humphreys, of Delta; Prin. Chas. Yeager, of Keota; Prin. Harry Trumbo, of Kinross.

The object of this organization is to have these people who are at the head of the county's schools meet together occasionally and interchange ideas and work to forward the educational system of the county.

The report of the Educational Council of the State Teachers' Association makes mention of the educational rallies held in Keokuk county and says that the system was carried out more fully in this county than in any other in the state. The word rally is our own. We like it better than the word meeting. The name of a thing sometimes has something to do with its influence.

Expenses For The County Rally.

When you notice the names of the speakers on our program you will realize that the program cost us something. Such workers must have remuneration for their services. It was for this reason that I sent a number of tickets to each teacher for sale with the hope that teachers would endeavor to get parents and members of school boards and citizens to attend this rally. Somehow we must get all the people interested in our schools and I knew of no better way to begin than to urge them to attend this rally. An effort was made to emphasize the fact that the rally was for the *people* and not for teachers alone. There were three sessions of the program and course tickets sold for 35 cents each.

Orchestra car fare.....	\$ 6.13
Board and lodging for orchestra.....	4.00
Board and lodging for speakers	3.00
Bright.....	50.00
Steele.....	12.00
<hr/>	
Total expense	\$75.13
Money received from sale of tickets.....	35.10
<hr/>	
Total deficit.....	\$40.03

From 75 to 300 people attended each township rally—an average of at least 135. December 5, 1903, was an important day for the schools of Keokuk county because on that day 2000 or more people gave considerable time and attention to the subject of education.

The editors of the *The Educational Exponent* endeavored to secure a short biography of each one of the fifteen township conductors for the January number, 1904. Much credit is due these conductors and it will not be out of order to publish a biography of

MISS NANCY FREY,
Clear Creek Township.

Some one has said, "Eternity alone can display the immeasurable, inconceivable usefulness of one devoted teacher." This saying applies well to the life and work of Miss Nancy Frey whose likeness appears in this publication as number 2 in the group of township conductors—a lady who has not taught school for money alone and who has been a most devoted teacher.

Born near Bladensburg, Knox county, Ohio, December 15, 1835—daughter of Rev. James Frey, a pioneer Baptist minister. When a small child her parents moved to Delaware county, Ohio, where Miss Frey grew to womanhood. Her education was obtained principally from the public schools of her native state. She began teaching in 1854 and after teaching two terms in Ohio she came with her parents to Iowa in 1863, who located in Sigourney, Keokuk county. With the exception of one term in Wapello county her teaching has been confined to the rural schools of Keokuk county. She has taught seventy-three terms of school and can number her pupils by the thousands—many of whom are now occupying prominent positions in life and who represent the different professions of law, medicine and the ministry and who still have words of praise for their teacher and friend. In many instances she has taught two generations.

Miss Frey has been an energetic and progressive teacher. She was a member of the first graduating class of the Keokuk County Normal Institute and she was one of the first class to graduate from the Iowa State Teachers' Reading Circle.

The children in district number one, Clear Creek township, will be glad to tell you that Miss Frey will teach their school this winter. The school board will not hesitate to tell you that they are paying her \$40 per month and may tell you, too, that two other school boards were trying to secure the services of Miss Frey when they offered her the \$40.

It may be that Miss Frey has lost some of her energy but she retains more than is possessed by some teachers—new in the work. And she has not lost one iota of her interest and devotion for her noble profession. The story of her life ought to serve as an inspiration to those who know her and to those who choose the same noble profession.

“Teachers of Teachers! Your’s the task,
Noblest that noble minds can ask.”

Chapter 4.

HISTORICAL OR COMPOSITION WORK.

I believe in variety and in growth. It would not do to try to make use continually and forever of any one of the following things—spelling contest, school exhibit or educational rally—as a means to create and hold an interest in the schools of a community or county. It would not do to talk forever about spelling. Such a person would soon become narrow-minded and people would call him a crank on spelling. We ought to do one thing at a time, do well all that we do and grow as we go along. With all due respect for the importance of the subject of spelling, there is no acquirement which will be of more value to a person than the ability to express his thoughts clearly and well on paper and to write legibly. This thought came to me January 17, 1904, but a number of other thoughts came with it. The thing that needs most attention in many counties of our state in the educational line today is the improvement of schoolhouses and school grounds. The influence of school surroundings has more to do with the education of children than the methods used in teaching grammar or arithmetic. And it took me some time to decide how to connect these subjects which need special attention in our county. I wanted to hold all the interest for schools which had been created as a result of the spelling, exhibit and rally work and direct it to the school house and yard for future influence. Perhaps it would be well to ask pupils to write on the subject Our Schoolhouse or Our School. But I didn't like these subjects. Somehow I wanted the people to realize the fact that the average country schoolhouse has not kept pace with modern progress. It has not improved in the lines of comfort, use and beauty to the extent that homes or even barns and sheds of various kinds have improved. In this connection the idea

of time—past, present and future comes naturally and on the day mentioned previously the following letter was sent from this office to the teachers of the county:

I want you to get the boys and girls of your school interested in the subject My School—Past, Present and Future. I want you to begin the work to-day. Make use of this subject as a subject for composition. The children will be glad to ask their parents and neighbors about the history of the school: when it was built, remarkable meetings of various kinds which have been held in it, boys and girls who have studied under its roof and who have become men and women of prominence. Every person in the community will be interested in the history of this school. It will be worth while to give one week to the investigation and attention of this part of the subject. Then tell the children to look at the schoolhouse, yard and surroundings and make the best possible description of what they see and of what constitutes their school to day. This part of the composition must include the following: Is the school well located—a healthy and beautiful location? Number of square rods of schoolground; number of trees, kind and condition of plant life on schoolground. Does a tasty and substantial fence surround it? Is there a well with a pump in it? Size, shape, age and condition of the schoolhouse. What constitute the decorations on the inside? Is it painted on the outside? Tell about its stove, globe, maps, charts, blackboards, desks and seats and window curtains. Tell about its library, the number and kind of books it contains. Tell about the regularity and punctuality of pupils who attend this school—number of visits made by parents and school board. Make a living description of your school as it is. Give facts in the case and make the composition interesting.

Try to see a better future for this school. In this part of the composition the pupils can tell what kind of school they ought to have and the kind of school they hope their school will be some day. Let them make some use of their imagination if they wish.

It is not impossible for a rural school to be well supplied with apparatus—globes, maps, charts, solid slate blackboards, adjustable and single seats; well lighted and ventilated; neatly decorated on the inside; painted on the outside; a room with double doors which open into the schoolroom proper and the entire space of which can be used for public entertainments and meetings, a basement with a furnace, a work shop and some lunch tables; a good healthy location, surrounded by an acre or more of schoolground which is well taken care of and which is enclosed by a tasty and substantial fence; a number of handsome trees, a vegetable and flower garden at appropriate places on the ground; a well with pump in it. The school should be a sec-

ond home and when it becomes as elegant and as comfortable as the best home—when it becomes all this, it will not be too much.

When the children have collected all of the material which they find on this subject, when they have written their compositions, then ask them to read their productions in the class recitation. Decide which one is best and ask the writer to commit to memory this production and to represent the school in a township historical entertainment which will be held in a town or central schoolhouse in your township and to which every rural school of your township will send a representative. Each teacher will be held responsible for the representation of his school. The work must begin to-day in order that the township historical entertainments may be held when desired.

TOWNSHIP	TIME	PLACE
Richland	February 12, 1904	Richland
Jackson	" 13 "	Ollie
Steady Run	" 15 "	Martinsburg
Benton	" 16 "	Hedrick
Lancaster	" 17 "	Hayesville
Warren	" 18 "	Delta
Sigourney	" 19 "	East Laffer
Van Buren	" 20 "	District No. 6
German	" 22 "	District No. 8
Lafayette	" 23 "	Keota
Clear Creek	" 24 "	Talleyrand
Liberty	" 25 "	Kinross
English River	" 26 "	South English
Adams	" 27 "	Keswick
Prairie	" 29 "	Nassau
Washington	March 1 "	What Cheer

Each township will select a representative to present this subject at a county historical entertainment which will be in session in Sigourney two nights in the month of March—Friday and Saturday nights.

The rural schools will conduct the county historical entertainment Friday night and the graded schools will conduct the entertainment Saturday night. A school which consists of two or more rooms will be considered a graded school and each school of this kind will be allowed to send a representative to the county historical entertainment which will be held Saturday night. No pupils in grades above the tenth grade will be allowed to take part in the entertainment and no town will be allowed more than one representative.

On this Saturday will be called a Boys' Convention for the purpose of organizing a Boys' Agricultural Club. Each rural and graded

school will be requested to send at least one boy to this convention. Others can come if they wish.

Teachers, this historical work must be attended to even if your school does close in a few days or weeks. In a week or two I will send you a blank card on which I wish you to send me the name of the pupil who will represent your school.

These productions should contain not less than eight hundred and not more than two thousand words.

I trust that you will give your immediate and hearty co-operation to this work.

PART 1--TOWNSHIP HISTORICAL CONTEST.

Sixteen of these township entertainments, corresponding to the sixteen townships of our county, were held at the time and place mentioned in the previous letter. It was my pleasure to attend all of these entertainments, beginning on the evening of February 12th and closing on the evening of March 1st. Of course it kept me busy because I could not remain away from the office more than two days at a time. Three judges attended each entertainment and selected a pupil to represent each respective township in a county historical contest which was held in Sigourney Friday and Saturday nights, March 25th and 26th. Thought, composition, memory and delivery each counted one-fourth in the record of each contestant—a perfect record showing 25 per cent for each one of these divisions or a total of 100 per cent. You can see some connection between this work and the educational rally when I tell you that a township conductor was local manager for each township historical entertainment. It may not be inappropriate to publish one of the sixteen township programs in this connection

Lafayette Township Historical Entertainment

AT BAPTIST CHURCH, KEOTA, IOWA, TUESDAY EVENING, FEBRUARY 23, 1904, 7:30 P. M.

A representative from every school in the township will take part. Each representative will tell you about "My School—Past, Present and Future."

PROGRAM.

Music	K. H. S. Orchestra
District No. 1.....	Florence Kennel
District No. 2	Leta Lyle
District No. 3.....	Mamie Cook
Music	Pupils from Primary

District No. 4.....	Dora Goeldner
District No. 5.....	Irene Kaufman
District No. 6.....	Lloyd Fry
Music.....	Pupils from 2d and 3d rooms
District No. 7.....	Amy Gardner
District No. 8.....	Frank Flander
District No. 9.....	Maude Baker
Music.....	Pupils from 2nd and 3rd rooms
Music.....	K. H. S. Orchestra
Decision of judges.....	{ Prof. W. L. Lytle
	{ Prin. C. E. Humphreys
	{ Prin. H. P. Trumbo

A small admission fee will be charged to meet general expenses and to support The Boys' Agriculture Club—10 cents for children and 20 cents for adults. Persons taking part in program will be admitted free.

PRIN. CHARLES YEAGER Twp. Mgr.

While the judges prepared their decision I endeavored to talk to the boys and girls about the school work of the county and especially about the county historical entertainment. It was necessary for some one to give these boys and girls encouragement. The fact that they were selected to represent their schools showed that they had some good qualities. Their teacher or some one had confidence in them or they would not have been chosen to represent these schools. They were honored when they were chosen to represent their schoolmates and schools. But this honor like most honors brought with it responsibility and labor. Not one pupil in the county failed to meet the demands of the occasion in the way of thorough preparation.

Historical Contest.

The historical contest for Washington township was held at the opera house in this city Tuesday evening. All the rural schools except one were represented by bright young people who handled the subject of their school history in an effective manner. Miss Fay Harding of District No 4, was awarded the honor of representing the township in the county contest at Sigourney, although the judges had difficulty in deciding between several of the contestants whose merits were about equal. We shall hope Miss Harding will meet with equal success in the county contest. Her effort, for one so young, was certainly evidence of ability and careful preparation.

The spelling contest last year was a grand success and means of much benefit to the pupils of the county and this historical contest is of equal interest and benefit. The opera house was well filled on this occasion and even at the low price of admission paid all expenses, and left a balance.—What Cheer Patriot, March 4.

Liberty Township

The Liberty Township Historical Contest held last Thursday evening was even better than had been anticipated. Although a very unfavorable evening there was a large crowd out. Every seat in the hall was occupied and some were standing. Every district in the township was represented and each representative told in well chosen language about his school from the time it was first organized until the present time, and also what he expected his school to be in the future. The manner in which the orations were delivered showed that the representatives were well trained and also that the teachers had good material to work on when they were training them.

Prof Trumbo, assisted by the teachers in the township, did much toward making the contest the success which it was. The receipts at the door were over \$20 —The Twinkler, Mar. 3.

The people of the entire county took an active interest in these entertainments. They realized that the work was practical—a lesson in how to express thoughts on paper, a lesson in how to write legibly, a lesson in delivery and a lesson in memory. People want and demand practical things in this day. High school graduates are often allowed to take subjects for their orations concerning which they cannot possibly know much. Many of the subjects which they use would call forth the greatest efforts of the most able men and women of our time. And indeed I sometimes wonder if any one living could properly treat such subjects. This one thing has done more than any other to create a disgust on the part of the people toward commencement exercises and I am not much surprised to hear some people say that they are in favor of doing away entirely with commencement exercises. But the subject. My School is a subject concerning which every child between five and twenty-one years of age knows something. Children have had personal experience with it and in many cases they know more than their parents about it. The structure in which their school is held is one in which they live much of the time. These boys and girls—these representatives stated facts in their compositions. They were sincere in what they said. The busiest and most obstinate man will listen to a child, and so will parents. How intense was the interest and attention of the people who listened to these boys and girls. No county superintendent, no teacher or school board would have dared to say many of the things which these children said even if these statements were facts and if these educational forces had dared to say these same things, the result would have brought little good to our schools. But coming from the hand, head and heart of children—these productions brought messages of good to all school interested persons. Most of these representatives know what home and comfort are. They have eyes to see, ears to hear and voices to proclaim their thoughts. How their voices went forth for beauty and comfort in schoolhouses and for attractive and inspiring schoolyards! I can never forget my

experience as I attended these sixteen entertainments. I saw that this historical work could be made the foundation for an interest along agricultural lines in school work and I took advantage of the opportunity. "Uncle Henry" Wallace and Prof. P. G. Holden promised me that they would come to Sigourney to help organize a boys' agriculture club and I thought the best time to call the boys' convention for this purpose would be March 26th—the day between the two night programs for the county historical contests. It was a pleasure for me to tell the people about this county convention as I visited schools and took part in the township entertainments because of the fact that the people were so much in sympathy with it. How the boys were delighted when I told them that this boys' convention would be called, that the boys for once at least would have a chance to do something, to say something and to vote. They were enthusiastic when I told them that "Uncle Henry" Wallace would be present and that Prof. P. G. Holden would tell them about an excursion to Ames. But the girls of our county were disappointed when all attention was given to the boys and so it was thought best to call a girls' convention for the purpose of organizing a girls' home culture club and speakers were secured accordingly. Here is our program:

PART 2--COUNTY HISTORICAL CONTEST.

FRIDAY NIGHT—COUNTRY SCHOOLS

One representative from every township in the county will take part

PROGRAM 7:30 P. M.

Music—Four Boys.....	{ Omar House { Archie Bakehouse { Albert Beinke { Henry Beinke
Steady Run.....	Glenn Henninger
Adams.....	Sidney Axmear
Warren.....	Eva Allsup
Clear Creek... ..	Tony Greiner
Music—Autoharp.....	Miss Clara Pulver
English River... ..	Alma McCombs
Prairie.....	Guy Strasser
German.....	Louie Strohmman
Liberty.....	Sylvia Blaylock
Music	Four Boys
Sigourney	Kittie McBride
Benton.....	Willis Arganbright
Van Buren.....	Nora Evermann
Lancaster.....	Don Walker
Music.....	Sigourney Boys' Chorus
Washington.....	Fay Harding
Lafayette.....	Lloyd Fry

Jackson	Effie Shy
Richland.....	Orla Chacey
Vocal Solo.	Clara Stewart

DECISION OF JUDGES.

All persons taking part in program will be admitted free.

SATURDAY FORENOON

A Boys' Convention for the purpose of organizing a Boys' Agricultural Club.

PROGRAM 8:00 A. M.

Music.....	Four Boys
Address— Henry Wallace, Des Moines, Editor of The Farm Journal	
Vocal Solo.....	Miss Clara Stewart
Address—Prof. P. G. Holden—"An Excursion to Ames and What Boys Can do on The Farm."	

Music....	Four Boys
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SATURDAY AFTERNOON.

Girls' Convention to organize a Girls' Home Culture Club.

PROGRAM—1:30 P. M.

Music—Autoharp....	Miss Clara Pulver
Lecture—"Iowa Birds and Their Nests," illustrated with stereopticon views—John E. Cameron, Cedar Rapids.	
Vocal Solo.....	Miss Clara Stewart
Address—"What Girls can Do"....	Mrs. Alice Mendenhall

The two day programs are free to everyone. Come and attend the entire session. Bring this program with you.

SATURDAY NIGHT—GRADED SCHOOLS.

One representative from every graded school in the county will be allowed to take part.

PROGRAM 7:30 P. M.

Music....	Four Boys
Hedrick.....	Hazel Henry
Martinsburg.....	Zetta Howell
Ollie.. ..	Delano Starr
Richland.....	Georgia Kent
Music—Autoharp.....	Miss Clara Pulver
Keswick.....	Hugh Brady
Hayesville.....	Virgie Griffin
Coal Creek.....	Bessie Stanley
Lancaster.....	Ivan Bott
Music.....	Four Boys
Kinross.....	Agnes Hurd
Webster.....	Ruth Ealy
Thornburg.....	Carleton Hamilton
Mus'c.....	Four Boys

Gibson.....	Harry Martin
Sigourney.....	Salome Wheeler
South English.....	Emma Lester
Delta....	Mabel Hankins
Vocal Solo....	Miss Clara Stewart

DECISION OF JUDGES.

An admission fee of 25 cents will be charged. Persons taking part in program will be admitted free.

These two days will long be remembered by the boys and girls of Keokuk county. For the contests and the conventions held on these two days constituted the greatest educational event ever held in our county.

One hundred and five boys joined the boys' agricultural club and forty-three girls joined the girls' home culture club. This was a large number for a beginning and the membership is rapidly growing larger.

It gives one enthusiasm to notice that some of these boys walked six, seven or eight miles to get here in time for the the first program of the session. Did it pay them? If you had heard them clap their hands after they had listened to Henry Wallace, Prof P. G. Holden, John Cameron or Mrs. Alice Mendenhall, the question would be answered. How intense was their interest. How practical were the suggestions made by the speakers. All in all, it was the greatest treat ever offered to the boys and girls of our county.

They took advantage of it even if they did have to sacrifice somewhat, even if they did have to walk a long distance, even if they did have to remain in Sigourney until Monday. And they will hail with delight the time when these four speakers can return to Sigourney to talk to them.

The names of the pupils receiving the five highest marks as a result of the contest Friday night are given below in their order:

Orla Chacey, Richland Township.

Lloyd Fry, Lafayette “

Eva Allsup, Warren “

Sylvia Blaylock, Liberty “

Don Walker, Lancaster. “

The names of the pupils receiving the five highest marks as a result of the contest Saturday night are given below in their order:

Emma Lester, South English, Iowa.

Salome Wheeler, Sigourney, Iowa.

Carleton Hamilton, Thornburg, Iowa

Agnes Hurd, Kinross, Iowa.

Delano Starr, Ollie, Iowa.

Part 3---“My School---Past, Present and Future.”



AGNES HURD.

In the year 1863, during the trying times of the Civil War, when the nation was divided against itself, this part of Iowa had not been settled long. Schools were scarce, and although most of the able-bodied men had enlisted, those who remained at home were anxious to educate their children. So they leased a piece of land ten rods square of Anthony Sunnyfrank for 99 years, or as long as it should be used for school purposes. This land is located one-half mile west of Kinross, near what was then known as the Westfall corner, and is now known as the Moler farm.

On this lot a schoolhouse known as the “Hawkeye” was built—a one-roomed building, facing the south, with three windows on each side. The ground had neither trees nor well on it. The water was carried from the Westfall corner.

In 1880 a new schoolhouse was built in the town of Kinross on a lot 8 rodssquare, on the corner of North and Main Street, which was a very beautiful and healthy location. This building is 24x36 feet facing the east with four windows on each side, was painted green on the inside, white on the outside, and was heated by a stove. There are a few nice shade trees, also a good well and pump on this ground.

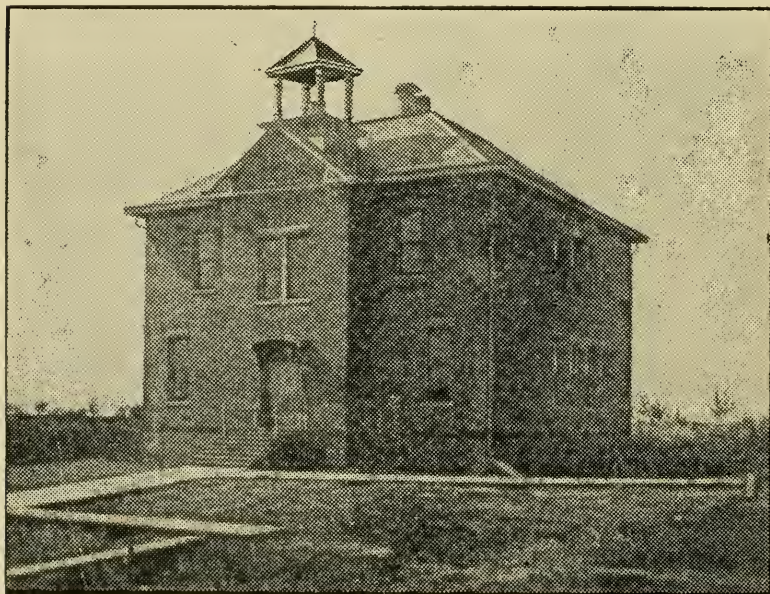
The old “Hawkeye” schoolhouse was sold, moved to town and furniture kept in it for some time. Later it was fitted up for a dwelling house, and it is now owned by Joe Moler of Iowa City and is occupied by Dr. Boone.

About the year 1900, the people of Kinross began to awaken to the educational interest of their children. The schoolbuilding was too small, and one teacher insufficient to teach the number of pupils. Something would have to be done. They would be obliged to enlarge the building or build a new schoolhouse. The schoolboard called a meet-

ing and held an election to decide whether a new school house should be built. It was found that the majority of the voters were in favor of building. The old schoolbuilding and grounds were given to W. H. Wagaman in exchange for the new site of 2.31 acres on North Street. This is one of the most beautiful and healthy locations to be found in the vicinity.

In the old schoolhouses, spelling schools, lectures, and literaries were held. Sunday school was also taught there until the Methodist church was built. In 1901 the second schoolhouse was repainted and fitted up for a dwelling house; in 1903 it was remodeled again, and has since been used by an organization known as the "Mystic Toilers."

In 1901 the present schoolbuilding 44x18 was erected by O. H. Dunlap of Kalona, at the cost of about \$4500.⁰⁰. This is a two-story



KINROSS—NUMBER 1. LIBERTY TOWNSHIP.

slate roofed, brick building, facing the south, with a door and six windows in front and a basement underneath. This building has four schoolrooms, two halls and four cloak rooms. There is a double stairway and there are three small closets on the lower floor. Each school room has five windows. The windows of three rooms are sup-

plied with sash curtains and window shades of which some roll and some do not. The west room on the lower floor contains 31 single seats, one recitation seat, the teacher's desk and chair and a good Cornish organ. The east room on the lower floor contains 44 single seats one recitation seat, the teacher's desk and chair and a table for primary work. The east room on the upper floor has twelve double seats, the teacher's desk and chair. The west room on the upper floor has never been used.

Heretofore the Kinross school has had no library, but this year a library of seventy-one choice volumes was purchased.

The building is not painted on the outside, but on the inside the work is finished in hard oil. We have very few pictures. Among those that we have are the pictures of the Presidents, Leslie M. Shaw and Prince Henry.

The school is well supplied with maps and we have one globe and a Webster's dictionary, but we have no lamps, no charts and no apparatus.

The two rooms on the lower floor and the halls are heated by a furnace. This furnace is a very poor one. It will heat the rooms but it takes a great amount of coal to do so. The hot air comes in at the top of the room, and the cold goes out at the bottom so while your head is hot your feet are very cold. This furnace could please no one except a coal dealer. The east room on the upper floor when used was heated by a stove.

The children are called to school morning and noon by a fine bell which was paid for by giving entertainments and by popular subscription. The bell is located in the tower on the top of the building.

There is a large playground on each side of the schoolhouse. The yard, on which there are some sidewalks, a good well and pump, and about 250 trees, is fenced on three sides only by a wire fence. There is no fence in front.

Among the many teachers that taught in the old schoolhouses were Mr. Brower, Mr. Samuel Potts, Miss Myrtle Rose, Miss Loyd, Miss Nettie Pine, Miss Nora Weimer, Mr. Mitchener, Miss Zoe Funk; William Wine Edgar Squires, and Miss Olga Cross. And among the many pupils who went there, were the Funks of whom Harry Funk is an editor, John Funk telegraph operator, Zoe Funk school teacher; the Molers of whom Joe Moler was a merchant and lawyer, Ida Moler, school teacher; Joe Seitsinger who was a soldier in the Philippines now a telegraph operator in Wellman; Loyd Walters a minister of the gospel and many successful farmers of whom I will mention, William Wagaman, Thomas wagaman and Andrew Moler.

The teachers who have taught since the present schoolhouse has been built are as follows: first term, Principal H. A. Hawk and Miss Olga Cross; second term, Prin. Hawk, Mrs. Hawk and Miss Byrle Conger. This year there are two teacher, Principal H. P. Trumbo, of Warren county, Iowa, and Miss Jennie Miller, of South English, Iowa.

The school was not graded until 1901 when Prin. Hawk and Miss Cross began the work of grading

The regularity and punctuality of the pupils is almost perfect.

The visits made by the parents and school board who seem to take a great pride in the school are very numerous.

So far none of the pupils have graduated here, but this year there will be two graduates Miss Genevieve Fischer and Miss Lucy Lytle.

There are scholars from the adjoining districts now attending school, and we hope that in the near future those districts will join us and make ours a consolidated school, as the building is large and is admirably situated for such a school. We would then employ more of the best teachers, our library would be one that any town might well be proud of. All necessary material for kindergarten and primary work could be furnished, also the necessary material for high school work, in fact all the modern apparatus necessary to make a school perfect.

Pictures might be placed in the rooms to make them more pleasant and home like for the teachers and pupils who spend so much time there. A new furnace could be placed in the basement so not only the lower but also the upper rooms could be heated by steam.

I would like to see a fine fence placed in front of the school house, a nice lawn carefully kept, with gravel walks through the grounds to the fine grove which we will soon have. Beside the walks, shrubs and rare flowers could be planted, the pupils could care for them which would aid them in their study of nature and art, and also make the ground attractive for the parents and visitors who would delight in taking a walk around the schoolground. On the lawn I would like to see a playing fountain with its soft musical sound where we could see the beautiful tints of the rainbow in the falling drops of water.

I would like to see school gardens introduced in our school so that the pupils could be taught something in the agriculture line as that is one of the chief occupations in our state and a work shop and tools for manual training. Then a great many of the pupils would be

more interested than if only certain lines of study were taken up. The girls, too, could learn the art of cooking, sewing and all accomplishments necessary to make homes beautiful and happy. I would also like to see a department for the instruction in the higher branches of literature, art, and science, also a commercial high school which would go deeper into the ethics of commercial activity than a business college.

It is to be borne in mind that the children now growing up will soon take their places among active men of business, become taxpayers and lawmakers. Therefore with an agricultural school, manual training, the elective system, commercial education and moral training, the education of the heart and hand as well as the mind would be complete and the pupils who graduate from such a school will be an honor to the community in which they live, and be well prepared for any position, or vocation in life, whether that of the successful farmer or the leader of our nation.

Then my school, which had its beginning in the nations terrible crisis, which was neglected so long and improved so rapidly the last few years, will be ranked not only among the best in Keokuk county but in the state of Iowa.

* * * * *



CARLETON HAMILTON.

IN writing a history of my school I have taken much pleasure in putting my thoughts together and I shall now endeavor to present them to you in a few minutes.

I have learned that the first school taught in Thornburg was held in a building owned by Mr. N. Holdeman, who is now cashier of the Thornburg Savings Bank. The school was managed on the subscription plan and Miss Nettie Meade, daughter of Oscar Meade, who now lives near Sigourney, was the teacher. The instigators of this school were Messrs. A. Branson, D. W. Waites, C. Cox, S. Hogue and S. F. Barber. This school was held for a period of six months when the population of the town had increased so rapidly that the large attendance

of the town had increased so rapidly that the large attendance

at school compelled the people at Thornburg to erect a new school building of greater size. A site in the northeastern part of town was chosen as a suitable location.

The house contained two good rooms and halls which provided plenty of room to accommodate the number of pupils. All modern equipments of the day were furnished to make them comfortable.

Some of the boys and girls who have studied under the roof of this building and have become well known in these parts are G. H. Pendleton, mail carrier, route No. 1, Thornburg; C. C. Williamson, bookkeeper, First National Bank, Sigourney; Frank Beatty, student at Wesleyan University, Mount Pleasant; Grace Schrader, student at State Normal School, Cedar Falls; Cecil Hamilton, with the Big Four Railroad; Ima Seymour and Lena Santee, both teachers in the Thornburg schools.

In the years 1894-95 the mining industry became so prosperous that the population was almost doubled. The school building was then condemned as not useful for school purposes and was sold to the Grand Army Post and moved to the main part of town where it has



THORNBURG PUBLIC SCHOOLS, PRAIRIE TOWNSHIP, NO. 6.

since been known as the G. A. R. hall. It is used for lodges and all social occasions

Our town now boasts of a beautiful schoolbuilding 45x50 feet

which is built in modern style. It was erected in 1896 and is located in the northeastern part of town. We have a beautiful campus which contains 80 square rods. A good collection of trees consisting of maples, catalpas, box-elders and elms afford us much shade. We did have a well but the water was condemned unfit for use and up to this time we have not succeeded in getting a new one. The fence was destroyed long ago by the boys climbing upon it. It gave way by sections and furnished the boys many a tumble. The appearance of the schoolhouse outside was helped greatly by a new coat of paint that it received last summer. The walks were also improved by repairing and generally the looks of our schoolhouse and schoolground, I think, rank with the looks of any in Keokuk county.

The building contains four rooms 24x33 feet, and three of them are in use. There are three halls—a large one down stairs which is 48x9½ feet and two upstairs, which are each 24x9½ feet. We have more than 125 seats and desks in the schoolhouse. The desks are too high for the short people and too low for the tall people but taking them on an average they answer the purpose nicely.

The building is heated by a hot water apparatus which heats the rooms to a satisfactory temperature. Much credit is given the janitor, Mr. Shibley, concerning the heating of the building.

We have a good supply of maps, globes and charts but they are badly worn and need to be replaced with new ones. We have a good library containing 150 books of stories of adventure, and fiction, three sets of histories, and one set of the Britanica Encyclopedia, making in all about 200 books in the library.

The rooms on the inside are very pretty. Our newly whitened walls are made attractive by a set of Brown's famous pictures which give them quite a domestic appearance. The pride of our school is a portrait of the late President Wm. McKinley. The portrait was presented us by the president of the schoolboard. Beside this we have several portraits of novelists, poets and historians.

The windows are adorned with window curtains and flowers. The curtains are somewhat worn but serve the purpose for which they are intended. Among our flowers are geraniums, oxalis, callas, cactus and a fine large begonia, besides others which I have not mentioned, go to make my school pleasant and attractive. Much credit is given the present schoolboard for the interest they show in our school. They are experienced and manage our school wisely. They are making a revision of the course of study which we hope will improve the condition of our school. Our parents show their interest by giving us their encouragement but they fail to make an appearance in our schoolroom. I wish the parents and schoolboard would feel it their

duty to visit us more frequently. The pupils show their interest by their regularity of attendance. The attendance has been so regular that the register shows a clean, white page. The pupils who are neither absent nor tardy are awarded a certificate at the end of each month which is very nice.

I hope to see the day when the Thornburg school will stand at the head of all the schools of Keokuk county. Our teachers are aiming to bring the school up to this standard and I hope that by another year the unfinished room will be completed and an additional teacher provided for us. I think our worn out equipments should be replaced with new and better ones.

Next to *home* is *school* and I think school should be made just as pleasant as *home*—not only inside, but outside as well. I want the boys and girls who go out from the Thornburg school to be those worthy of an office of trust. The coming nation will be made up of the boys and girls of today and I hope to see one boy from the Thornburg school become a State Governor, or better still, a U. S. President.

We are daily being taught the virtues of true life and if we zealously labor for the right, success is certain.

* * * * *



DELANO STARR

DISTRICT Number Eight, Public School of Jackson Township, was organized—well, I am sorry to say I can't tell when, nor can I find anyone else who can, although I inquired of such parties as Robert Mars' all. Jacob Halferty, Mrs. Mary Davis and others of the earlier settlers; but no one seemed to know just when it was organized. Therefore, I am almost led to believe it was just always here.

The first school building was erected near the center of the present school grounds. This building was destroyed by fire in 1872. The following year the contract was let to S. W. Reynolds to erect a new building.

This building was finally sold to Capt. D. C. Baker and remodeled into a fine two-story dwelling, and the present building erected to

meet the demands of the growing district.

Some of the earlier teachers were: Mr. Dodds, Jordan Halferty, Rebecca Jones, Edwin Chacey, Van Marshall, Pierce Halferty, A. H. Cutler, C. L. Starr and Guy Durbin. Mr. Ed Duree and Miss Jessie Gemmill are our present teachers. For the main part, this school has always been successful in securing good teachers.

Among some of the earlier pupils we might mention Wilson Eye and Guy Halferty of Ollie, Mrs. Ollie Comparet of Iowa City, after whom the little city of Ollie was named, and Geo. Worley who is now in North Dakota

Our present school building is a two-story structure, 26x40 feet and consists of two rooms. It is heated by steam, but it is not giving the best of satisfaction. I believe stoves are the best for small schools. On account of our furnace we get a half holiday every once in a while. Our school building is painted on the outside and papered and painted on the inside. We have a few decorations. The building needs shingling badly, for when it rains very hard we pupils in the upper room come near getting drowned. Here and there, and in fact almost everywhere, the water comes through the roof on books, desks and children's heads. The seats are in fairly good condition except having been exposed to the jack-knives of the boys. I am indeed sorry to say we have no library, but we have an encyclopedia, however, which is an excellent thing. We also have a globe, a planetary, several maps, two physiology charts, a music chart and an unabridged dictionary, but no stand for it. At the present time there are fifty-two pupils in the primary room and forty-five in the advanced room.

The number of visits made by parents is somewhat limited.

The future of our school is certainly encouraging. Already the school board and citizens have taken action on the matter and bonds have been voted for the moving of the present building to the center of the school ground and two more rooms added to it. This will give us a four-room building which I hope will be well lighted, seated with single seats and properly ventilated. I hope that the school board will realize that it is their duty to see that the rooms are properly decorated. Beautiful house plants should be provided for the rooms for I believe the school room should be kept as neat and tidy as a well kept home. Then, again, the school ground should be improved: a tasty and substantial fence should enclose it. This fence should be painted and kept in good repair. A part of the school ground should be set apart for a flower garden. In this garden may be cultivated beautiful flowers. This will afford us children some-

thing useful to do and not only that, but will beautify the school ground and by so doing it cannot help but instill in the children a love for the beautiful and a tendency for the good things in life.

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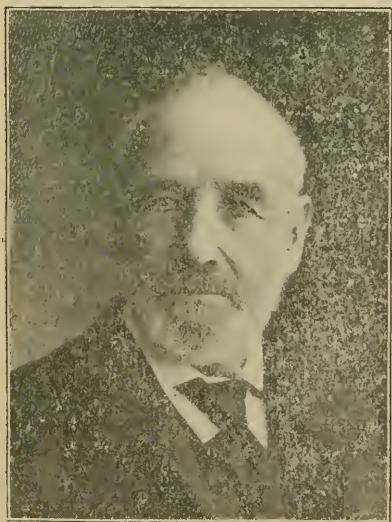


EMMA LESTER

LONG years ago, it seems ages to the girls and boys of to-day when there were no landmarks upon the broad rolling prairies of Iowa, a little band of settlers crossed the Mississippi River, and travelled westward until they reached the present site of South English. They built a few log cabins and for convenience sake called their new home Houston's Point. Here in one of these primitive dwellings originated our first school which was taught by Mr. Orr in the fall of 1853. The teacher not being of very polished manners the school was short-lived and was soon succeeded by another which was taught by Sophronia Matthews in the little log cabin of Mercy Fasold. "Aunt Mercy" would take her babe and stay with a neighbor during school hours, and she received for the use of her home her fuel, and tuition of her three children. In 1855

the town of South English was surveyed; lumber was hauled from Iowa City and Burlington and dwellings and business houses erected. As the population increased the people decided that they must have a schoolbuilding in which to educate their children. A generous land owner named Rodman donated the land on which Dr. Newsome's house now stands, but Thomas Seerley persuaded them to exchange it for a plat of ground located two blocks south of the old town well. The schoolhouse was a one-story building with wooden slabs for seats, and desks along the sides which were used in writing. Here our grand-parents learned their A. B. C's and how to write with quill pens. Then came Reading, Arithmetic, Grammar, Geography—and

Spelling. How near I came forgetting that good old study which our grand-parents tell of today with kindling eyes! The "spellin' school" was to them the life of their school-days. On every Tuesday night the best spellers from neighboring schools would assemble in the little schoolhouse for an old-fashioned spelling match. Good order was generally preserved and no second trial allowed on a word. Many pupils had whole pages of their spelling-books memorized and in the contests our school would nearly always come out victorious. They also had "jography schools" noted for their exhibitions of vocal talent for the shrillest treble and the deepest bass would join in singing the states and capitals to the tune of "Go tell Aunt Rhoda her old gray goose is dead." The schoolhouse was also used for church services, political speaking and during the winter months the boys and girls would come here to sing Do, Re and Mi under the instruction of John Wallace, a singing master of considerable reputation. The first school teacher was Manasses Flory, a young man of pleasing countenance and kindly eye, who received \$20 per month and taught from two to three months during the winter. The next teacher was Thomas Seerley, father of the President of our State Normal School. He taught for \$35 a month and his duties were to quote his own words, 'To make and mend quill pens, to set copies for writing lessons and to hear the pupils read and spell.



THOMAS SEERLEY

schools. His brother John has distinguished himself as lawyer and

One term I had eighty-six (86) enrolled and eighteen (18) classes that expected to have four recitations a day. We had no adopted class-books and some had none at all " Mr. Seerley was one of those quick-tempered school masters who believed in the practice of that old maxim "Spare the rod and spoil the child." Among his scholars we find Homer and John Seerley who have gained great fame and honor in the educational and political worlds. *Homer Seerley* ranks first among all educators of Iowa and we may justly be proud that he received his start in life in the South English

statesman having been Representative to Congress from the First Congressional District.

Their father Thomas is at present residing in Iowa City having attained the good old age of eighty-three (83) years, but when he comes home we listen with delight to his reminiscences of those days that he spent in the little schoolhouse the witness of so many scenes of pleasure in which the young folks participated. Here they would laugh, talk and have a good time just as we do today. Here the bright-colored threads of romance were woven by the lads and lassies and the foundation laid for many a good character. But by-and-by they grew tired of the old schoolhouse, they began to despise its homely walls and



HOMER H SEERLEY,

Pres. Iowa State Normal School, Cedar Falls
 gust Kleinschmidt who turned it into a machine shop; later it was used as a Free Methodist meeting-house, and lastly made an ignominious exit as a saloon and was destroyed by fire. The new schoolhouse was completed in 1869—an attractive building painted white with pretty green shutters, and wonder of wonders a school bell! The first principal was John A. Benson an ambitious fellow who was book-crazy. He proved himself one of the best instructors our school has ever had, but avarice led him from paths of integrity and he became involved in one of the greatest land-fraud conspiracies the western states have ever known. In 1879 the Burlington rail-road was built through the town and it cut off a corner of the school grounds. This led the school board to the believe that it was not a suitable place for a schoolhouse and they started to move it. They got it into the highway when they were stopped by an injunction issued by the citizens. The building was left in the highway until the road-supervisor served a notice upon them to remove it. After this the county superintendent was called

upon to settle affairs and the building was taken back to its old site but was by this time totally unfit for service, so the school board rented Hattie Israel's brick building and school was held here during the winter of 1882-83 taught by Lulu Jackson of Sigourney. In the spring a special meeting of the board was called by the superintendent who proposed calling an election to decide whether to build a new school house or not. Two locations were also to be voted on: one and one half ($1\frac{1}{2}$) acres of Rodman's Park, and two (2) acres of Noffsinger's meadow.



SOUTH ENGLISH—NUMBER 1, ENGLISH RIVER TOWNSHIP

The election resulted in favor of a new schoolhouse to be situated on Rodman's Park. The sum of four hundred and fifty (450) dollars was paid for the grounds and the district was bonded for three thousand (3000) dollars to build the schoolhouse—a two-story, four-roomed building, the ground-plan of which was 40x44 ft. Three rooms were furnished with school apparatus and were ready for school work by fall with Arnold McCay as Principal, Maude Roberts and Ida McWilliams as assistants.

Among students and instructors who have been associated with our school during its past life are: Alice Heald Mendenhall once a member of the State Board of Education, Prin. of the Fairfield High School for six (6) years, Co. Sup't of Jefferson Co. for six (6) years; Frank Shinabarger, one of the best postal clerks in Iowa; three doctors—C. L. Heald, Wm. Fitzwater and the late T. B. McWilliams; Ida White Robb, daughter of Hon. Fred E. White, and her brother Virgil, now a rising lawyer of Des Moines, also lawyers Earl Smith of Mason City, Seth Hall of Cal., and Samuel West Jr., State Senator in Ohio and also an eminent attorney; Kale McWilliams Ex-Co. Recorded, D. N. Coffman Ex-Co. Treasurer and lastly our three County Superintendents—S. A. Potts, W. H. Gemmil and Cap E. Miller. Mr. Gemmil is at present the Sup't of Schools at Dallas Center and we all know that "Our Cap" is one of the best Superintendents Keokuk county has ever had and also the youngest member of the Educational Council of the State Teachers' Association. The South English schools are at present under the able supervision of G. D. Horras and although the number of pupils is not as large as formerly the school is bettering itself day by day. Last summer our enterprising school board gave the schoolbuilding a much needed coat of paint and placed a side-walk in front of the schoolground. A few years before a wire fence had been added, and slate blackboards placed in the schoolrooms. On the walls of our schoolroom we have several good pictures and among them is one that we prize most highly—a portrait of Homer Seerley which he presented to us last year. We have a library of 450 volumes including fiction, history, poetry, encyclopaedias and a good Webster's Unabridged Dictionary, and the High School through its own efforts possesses an organ. The schoolgrounds are well located and afford an ideal place for our game of Basket Ball. With parliamentary rules as its basis the Orio Literary Society holds semi-monthly sessions while the President with a broad smile has his first lesson in calling to order the unruly ones among his schoolmates. But alas as Pope says "Man never is but always to be blest" and with all of these past favors we still plead for better educational advantages. We want the schools of English River township centralized and in the center of the township a beautiful building recognized for miles around—not for its beauty of architecture alone but for its inner life. We will have this wish gratified just as soon as the tax-payers realize the advantages of the consolidated school not only to their children but to their pocket-books. The day is inevitably drawing near when the little red schoolhouse with its half-dozen barefoot urchins and its "school-marm" will be a thing of the past. These boys and girls and

perhaps their instructor will all be students in the centralized school and will enjoy the privilege of preparing themselves at home not only for the Freshman but for the Junior year of the State University. Successful graduation from college or university is one of the greatest events in the life of any man or woman, and it is time that the school patrons realize the fact that education is the key that will open the doors of success for their children. Come with me and I will show you that ideal school which we cherish in our hearts only as a bright dream that will fade away. We shall find this academic domain situated in the most healthful and picturesque portions of the township. The college buildings, poems in architecture are clustered around a fine campus rendered attractive by trees and sparkling fountains and glimpses of lake and lawn. The main building, the center of the institutional life, is truly a temple of knowledge.

In it we find the vast assembly hall capable of seating all of the pupils of the township; we also visit the various recitation rooms. A Greek Room with its friezes, its columns, its statuary is an inspiration to Greek students, and while it dazzles our eyes it carries us back to those ages of long ago. Listen! sweet strains of music draw us irresistibly toward the music room and adjoining it is a sunshiny room with well-filled book-shelves and long tables. This is our library, a gift from Andrew Carnegie that kind Scotchman who has gladdened the hearts of so many young Americans by his munificent gifts. We visit the gymnasium, the museum and the drawing room, a delightful apartment, where the students entertain their friends and the college societies hold their social gatherings. In other departments are instructors in manual training and domestic science. We are highly pleased with this for what is better than to educate these boys and girls, the home makers of the future, to lead happy useful lives in the work that God has planned for them to do. As we pass into the hall the clock sounds forth the summons of the departing day and before we go, let us visit the chapel. The last rays of the sun shining through the art windows cast a halo of glory about the room. We feel His divine presence and know that the institution is blessed by Him who is the wisest of all— His wisdom is infinite.



ORLA E. CHACEY

spired and its better nature developed.

Yes, our Star school is one of the galaxy of Stars in the public school system of our grand country which makes the American nation supreme and the admiration of the world.

The old schoolhouse was built in the fifties and stood the storms of the years until 1874 when it was sold for a barn and moved one mile west where it stands to this day as a landmark of the long ago.

It was a small frame building, its furniture the renowned slab seat of back wood's times, a writing desk along one wall, a blackboard, a stool and desk for the teacher, and an abundant supply of well seasoned hickory rods, and the mischievous boy well knew by personal experience the truth of the saying of the wise man, "that the rod is for the fool's back."

The teacher sometimes boarded around among the scholars, generally was his own janitor and his requisite for the winter school was physical strength, handy with the rod, with some knowledge of reading, writing and arithmetic.

In the estimate of the big boys, the success of the school depended altogether on the size and strength of the teacher. A lady teacher never need apply for the winter term. Such opinions prevailed in their day but changed and passed away with the old schoolhouse.

THE Star schoolhouse is situated three miles west of Richland on the Sigourney road in a beautiful and healthful locality.

From its doors in summer is seen a varied landscape, here and there a beautiful dwelling with its lawn and lovely trees, its flowers, garden and orchard.

Yonder the pastures decked with beautiful trees, around which gather the horses, cattle and sheep protected from the noon-day sun, and yonder the lovely fields of golden grain and rustling corn, stretching far in the distance till the scene kisses the bending sky.

Amid such surroundings the heart of the student will be in

A new one built the same year, on the same plan, but larger, dates the ending of the old system and the beginning of a new and better one.

Religious services, geography, singing, spelling and writing schools also very interesting literary societies have been held in it, and Old Star was noted for its good spellers who never knew defeat and the famous debates held under her roof. For miles they came to attend the spelling or debate and invariably victory crowned the efforts of the noble young men and women known as the Star boys and girls.

When Abe Lincoln, once a country boy, standing amid the prairies of Illinois said, "this land cannot be half slave and half free," and for that reason as that dark cloud of Civil War settled like a pall over our dear land four of her boys answered our country's call. and in the Spanish-American War two offered their services to stay the hand of oppression.

Thirty young men and women have gone out from this school as teachers, two lawyers, a doctor and a minister. None ever reached the presidential chair but most of them settled on farms, as farmers or farmers' wives, as the years went by.

Methinks there is no vocation so independent and lovely as the farmer's life. It gives him health and strength and brings him in touch with nature in all of her lovelines. Away from the crowded city with its traffic and temptations, out in the fields or by the silvery stream, where the trees and hills and dale are carpeted with green, how good to hold communion with nature and her God.

No, none of them reached high positions of eminence in this life, but some have passed to the life beyond, being lovers of the humble Nazarene here, are now in the great school of Heaven, "Where the sun never sets and the leaves never fade."

In a description of the schoolhouse as it is today, we would say: that it is surrounded by 80 square rods of schoolground fenced only on two sides, therefore it seems impossible to have any flowers or vegetation except grass and weeds.

At one time we did boast of a small lilac bush but it did not receive the right kind of care so after a hard struggle it ceased to exist.

As there is no well on the ground the pupils are obliged to carry drinking water from a neighbor's well.

The twenty-three shade trees that have stood there for twenty eight years still extend their green branches to protect the children from the hot summer sun as they seek refuge under their friendly shelter, after the merry game in which all have joined.

The schoolhouse, size 24 by 32 feet, is the largest in Richland township. It is thirty years old and in good condition. A few years ago it was painted on the outside and a new brick foundation put under it.

Six years ago part new seats were added for the comfort of the pupils and last winter a new stove.

A board blackboard extends across one end of the room and there is a small one on the opposite wall. A long bench under the black-board serves as a recitation seat. There are 16 double seats and desk in good condition, also a table and chair for the teacher.

The walls are beautifully decorated with pictures and other pretty articles placed there by childish hands.

Tasty window shades well hung,

Protect us from the blazing sun.

Webster's dictionary, globe, set of maps, brushes, lamps, scissors and other useful articles are found in our schoolhouse.

There is a circulating library the books of which are changed each year and new ones added. At present our library consists of 18 books. There are histories and other books of information for the older pupils and story books for the little folks.

The pupils are quite regular as none of them like to have an absent mark. When it comes to wading the mud or snow or facing the bitter cold wind you cannot discourage them. It takes courage to leave the warm home fire and take a walk of from one to one and a half miles in the bitter cold.

They are quite punctual as a tardy mark is almost as bad as an absent one.

We seldom have any visitors except on special occasions. The people of the district are all so industrious they cannot take time to visit us often.

The schoolhouse of the future shall be situated near the center of the township on some lovely elevation.

Houses that are now back in the fields, shall be moved to the public road that the children may be taken in a convenient covered carriage or a car over good roads or iron rails to school and returned home at the close of the school hours.

Its appearance from without shall be stately and shall be called the schoolhouse beautiful. It shall be open to the four winds of Heaven and its key of freedom evermore lie in the pathway of the poorest comer. Standing in the center of a five acre campus, enclosed by a tasty and substantial fence, well seeded to blue grass, planted in trees and decked here and there with beautiful flowers and ornament.

al plants, a well and place of refuge in case of a storm. Under the trees shall be rustic seats where the children will come and sit beneath their branches listening to the song of the birds perched upon their leafy boughs. Thus with nature's charm and purity about them they shall be led in the noblest paths. Such a scene and surroundings shall leave an evergreen on memory's brow which shall not fade while time, mind and reason hold. A memory which shall not fail where-soever a heart shall be found that beats to the transports of honor and love.



NUMBER 3, RICHLAND TOWNSHIP.

The soft summer breeze, touching the leaves and flowers with its gentle zephyrs calling from the heart the softer and finer nature of the being to clothe with a sweeter love and softer sympathy the expanding soul.

Within, the schoolhouse beautiful shall not lack art. Nothing that belongs to human need in the moulding of the plastic life of the child shall be too costly for within its walls. There shall be school rooms enough, a vestibule or hall and a large room used as a workshop and play-room. It shall be heated by a furnace, lighted by gas or electricity and well ventilated. Contain comfortable single seats and desks or upholstered chairs and tables, slate black-boards, tasty window curtains, an organ and piano, songbooks, a large library and and everything needed to help instruct the child.

On the walls shall be maps and beautiful pictures. Shelves in the windows shall be filled with plants and flowers. The work-room shall contain tools, tables, material and all things needful to teach

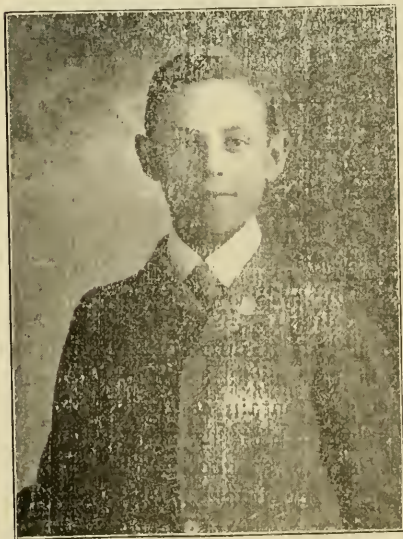
the boy and girl industry. Here they shall keep everything in order, where on rainy days they may be profitably entertained during recreation. The student shall not be compelled to sit in his seat from morning till night, but here and there he may pass his time making the school life home-like.

The teacher shall be a christian-loving, kind and true, able to lead the child in the way of usefulness to his home, his country and his God. The student guided by love and placed upon his honor shall build a character strongly fortified against the evils and temptations of life. Thus armored and cultured as he goes forth in the great struggle and battle of life he shall be able to stand, and the world shall be made better and happier by his having lived.

The home life with its love, its hearthstone, and its charms, truly is "Home Sweet Home."

But when the school to be shall become a second home, where order and harmony shall prevail, where love shall hold her mild dominion, where teacher and pupil shall be as one, where knowledge shall increase and home and country and God be enthroned, then shall it be our ideal.

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GUY STRASSER, NO 2, PRAIRIE TOWN-
SHIP.

OUR schoolhouse was built in the year of 1864 and has been very well attended by pupils of our district and some of other districts until recently. For the last five or seven years pupils of our district have been attending school in three different towns: respectively. Thornburg, Nassau and Tilton. For that reason we have been reduced from thirty-five to nine in number. The meetings that have been held in our schoolhouse are religious meetings, school meetings, literaries and ten cent shows. The school-yard was not mowed last summer. Last year we planted some peach seeds and some plants but we have not had good luck with them. The men and

women of prominence who once attended our school are: one lawyer, Harve Vanlaw; three telegraph operators—Edwin Owen, Harry Jennings, and Frank Perry; four or five business men, the Wainwright brothers, Rudolph Draegert and others; two shoemakers, Charles and Fred Winders; one section foreman, George Vanlaw; ten school teachers, Anna Wolf, Blanche Conoway, Maud Mikesell, Hanna Vanlaw, Emma Draegert, Frank Rugg, Mabel Atwood, S. A. Molyneux and others; many successful farmers and some not so successful; abundance of good house wives.

The schoolhouse is about 38 years old but does not look bad for one standing that length of time. It has white paint on the outside. The roof leaks a little and the plastering is falling off. The desks are broken and weathered very much by jackknives. There are enough double seats for twenty-four pupils. The paint on the black board is almost a thing of the past. The window curtains are good stayers. They never move by spring. The roads nearby need grading.

We have four wall maps and one globe. Three of the maps were new this year. The walls are well decorated with many small pictures: one in frame of Mr. McKinley, his wife and mother, which belongs to a former teacher. Our chart is nearly gone and our dictionary is in the same condition. We have twenty-three library books; some are for little children and some are for older children. The water bucket, dipper, pen, coal pail, shovel, hatchet and poker are in good condition. The teacher's chair is classed with the chart and dictionary and is liable to land the teacher in the middle of the floor most any day. Of course this is a country school—containing but one room, nine feet high, twenty feet wide and thirty feet long.

Our school yard consists of one acre on which we have thirty-seven trees in fair condition considering the battle they fought with the ice some few weeks ago; also a good pump and coal house, and a garden of liveforever. The yard has no fence on two sides.

Jennie, Albert and Charley Molyneux: Pearl, Jennie and Harry Hill; Vera Kline; Lucy Raymond and Alton Draegert; Eli, Cecil and Guy Strasser are the pupils who come this term. Several of the pupils needed new books so the first thing the teacher did was to examine the latest copyright of every book in the school, and learning that some of them were many years older than himself, explained the matter to the board and now we are up to date again and the books are twice as interesting.

In the near future we should have a new stove; placed in the corner of the room with a jacket around it. Then we would have

room for single seats which we long for more than anything else. As for the apparatus the president of our school board told our teacher that he would try to get anything that the school needs. The rest of the things that we long for will probably not come until we have township schools. Then we can have papers containing current events.

We can have curiosity tables, beautiful pictures, slate blackboards, a basement with furnace, carpenter tools and lunch tables. I think the time is not far off when one teacher will not be required to teach all the grades taught in one school and then we will have a chance to learn twice as much as we do now.

* * * * *



SYLVIA BLAYLOCK.

ABOUT fifty years ago a little blacksmith shop stood across the road from where the Samuel Flory residence now stands in the western part of the township. I can see in my imagination a group of sturdy farmers standing about the dingy little building. They are talking excitedly. Important news has come. Two of their number have just returned from the little town of Iowa City where they had taken a herd of cattle to sell. They have brought back with them the news of the repeal of the Missouri Compromise and the passage by Congress, of the Kansas-Nebraska Bill. Some one has just proposed that they get up a crowd of "squatters" to go across the country to help "Bleeding Kansas" and to save it from the

the southern slave holders. They have other matters also to talk about

I can see the brawny blacksmith finish the rude plow share he is making. It is his turn to talk now. All eyes are toward him. He has been their leader in many discussion. He now makes the suggestion that they have very important business nearer home. He has been counting up during his leisure moments and he now tells them that there are enough people living in the neighborhood and they

must soon have a meeting to organize a township and they must surely have a schoolhouse built and have a school for the boys and girls of the neighborhood, by the next winter. The people just a little ways west of them have their township already organized and he tells the farmers that they must not drop behind.

So amid such stirring times as the border war in "Bleeding Kansas" and the passage of "Personal Liberty Bills" in many of the northern states, the township was organized. I do not wonder that it was called Liberty and that its first school should go by the same name.

I think the first schoolhouse in the township was built in 1854. It was a small frame building with desks made of broad, rough boards. The seats were made of rough slabs and the blackboard was a couple of painted planks. It stood in the southwest part of the section, a little east of where the Dunkard church now stands, and was used for a number of years by them as a meeting house.

As the country was settled more thickly another school was organized and placed about two miles east directly in the center of the township. It was given the title No. 1, or Hawkeye, although Liberty was organized first.

I think the first term of school at Liberty was taught in the winter of 1854-55 by David Brower. Among the other early teachers in this school were: F. B. Flory, Mr. Frego, Mr. Baker and Mr. Thomas Seerley, father of H. H. Seerley, who is now president of our State Normal School.

In later years some of the teachers have been: Miss Ollie Morman, James Hilderbrand, Homer Seerley, Mr. Bailey, Cap E. Miller, our present county superintendent, and Milo C. Miller. Under the leadership of these teachers our school has made a great advancement from the rude school which it was in 1854.

Among the pupils who attended the early terms of school at Liberty the names Westfall, Stoner, Wolf, Rhodes, Flory, Wine and Brower are familiar. Among the girls and boys who have made their mark in life may be mentioned: Mark Brower, who writes an M. D. —he is now practicing medicine near Salem, Oregon; D. N. Coffman, formerly county treasurer, now a successful merchant in our home town; David Wolf, who has become quite a mechanic and is manufacturing gasoline engines; David Rhodes, school teacher and druggist; George Flory, Druggist; Ollie Morman and Hope Mornan are school teachers; Charles Morman, chief salesman for mining tool company;

William Huxford, formerly school teacher, now a veterinary doctor; Aloseo Moore, principal of schools in Norway, Iowa.

About the year 1879, the western part of the district having become more thickly settled, it was decided to move the school building nearer the center of the district. George Huxford undertook the job of moving it. Placing it upon two bob-sleds he started. After getting it within about one quarter of a mile of its destination, the snow went off the ground. It looked as though our school would have to stand in the center of a field but after several weeks they secured some trucks and finished the moving. The building was placed on the lot about twenty feet north of where the present schoolhouse stands.



NUMBER TWO, LIBERTY TOWNSHIP.

In 1881 the old building had become too small to accommodate the pupils, of whom there were sometimes as many as seventy-five enrolled, so a new schoolhouse was built and the old one was torn down. Today we are still using the house built in 1881. It is 23 by 28 feet and faces the south. It is in the southwestern part of the school-ground. It is in fair condition and in the days in which it was built was considered a fine schoolhouse. As one person says, "That was last century; now we've grown wiser." Measured by the schoolbuildings of the present, we cannot boast of our Liberty schoolhouse. It is neatly painted inside and out. It is fairly well equipped. We have good slate blackboards, a good chart and a good library of about fifty volumes. The room is neatly decorated with festoonings, flags

and Perry pictures which were put up by our present and former teachers. The seats are poor, having done duty for at least two generations. The room is well lighted and has good window blinds. It is well ventilated. There are several cracks in the floor where you can drop a knife through (of course I mean a small knife). Then, near the door there are three or four passage ways for mice so they can get out quickly if they should happen to get in. Bad boys like to chase mice, you know. The schoolground is well sodded, has nice maple shade trees, neat outbuildings, but unpainted, a small school garden and a good stable in one corner of the ground for the use of persons who drive to school.

The school yard slopes slightly to the east and is in a pleasant location. The fence is neither neat nor substantial; in fact, there is no fence on the side next to the road. The yard contains three-fourths of an acre but we do not think it is near large enough.

In our school at present we have an enrollment of 31, although we have had an enrollment of 36 during the term. The attendance is regular and punctuality is fair. The grades are from the first to the eighth. The school has 25 recitations daily. We have debates and declamations about once in three weeks.

I can see nothing but a better future for Liberty school. During the last few years the people in our district have roused up wonderfully along educational lines and our district has had the honor of paying the highest salary, and of having the largest number of months of school in the year of any school in this part of the county. Our schoolground would be greatly improved by a neat fence, a good walk from the road to the house and from the house to the various outbuildings. It would be a good plan if at least 20 more square rods were added to the schoolground. Some plants, shade trees, flowering vines and shrubs planted about our schoolhouse would help to take that barn-like look. Our schoolground would also be greatly improved by having a good well on it. It has none at present. I would like to see a row of shade trees between the house and road.

In regard to improving our schoolhouse in the future, it might be replaced by a new one. But at a small outlay it could be made to do duty for twenty years more and at the same time be made a more pleasant place. A hall or lobby and some furniture are needed. In a great many rural schools basement heating is in use, thus saving time, patience, fuel and, last but not least, money for the taxpayer. They also have workshops and gardens, where the boys and girls learn to observe things accurately and to work with their hands. I see no rea-

son why Liberty should not have these things in the near future. Liberty, first organized, largest school and finest people in all the township, will have them.

"Our public schools, our country's pride.
Her hope, her wealth, her light;
We will support, defend, improve
This gift of God's great might "

* * * * *

MY SCHOOL:

What It Was, What It Is And What It Should Be.

"Still sits the schoolhouse by the road,
A ragged beggar sunning:
Around it still the sumachs grow,
And blackerry vines are running.
Within the master's desk is seen,
Deep-scarred by raps official;
The warping floor, the battered seats,
The jackknife's carved initial "



ALMA M'COMBS, NUMBER 4, ENGLISH
RIVER TOWNSHIP.

past. For as Spencer says, "If education be a daily preparation for

A community is generally known by the school it has kept in the past, by the school it keeps at present and by the school it intends to keep in the future. Fifty years ago in the district which is now known as Grant district, school was taught in a colonial structure situated between the residences of Mr. G. C. McCombs and Mr. R. A. Miles. In my imagination I can see that school fifty years ago and can also see the school of fifty years in the future. Let us hope there may be a far greater progress made in the improvement of the schools in the future than has been in the

life, then should every child have a daily experience of this fact." Civilization calls for education. With this fact in mind an independent district was organized in the year 1858. Mr. Lutton, Mr. Peck and Mr. Harris were chosen as first directors. Mr. Nisewander and Mr. Crosby built the first schoolhouse in this independent district and named it Grant in honor of the famous General Grant. Bartley Scott was chosen as first teacher. (Our present schoolhouse was built in the year 1901. It is located on one of Iowa's fair hills, which slopes off toward the sunset. About one-hundred square rods or a little over one-half acre of Iowa's soil is laid out for playground. This one-half acre contains fourteen trees: namely, maple, elm and crab apple. The plant life consists of cinders and weed stubbs, a little grass mixed in occasionally. A very substantial fence surrounds it but according to my notion it is not very tasty. The school was at one time blest with a well but it got to leaking and the bottom was removed and a new floor was put in its place.

The patrons of the district try to show quite a bit of economy. At one of their annual meetings there was one gentleman arose and asked to have the well sold because some fellow might want it to work up into post-holes

The schoolhouse stands near the northeast corner of the square, about two feet from the road. It is very beautifully located. The door faces sunrise and the house has four windows on the north and four on the south. The schoolhouse is 20 by 26 feet and has a hall at the entry which is 20 by 6 feet. The house is two years old and is in fair condition. The decorations on the inside are composed of a few pictures and two calendars. The outside painting is mainly in spots, being completely covered when it was new but wearing away with time. The stove stands near the rear of the house, between the two doors. The pipe, which is now leaning at an angle of ninety-two degrees, has been pushed in line a number of times since school began. The stove has a bright crimson color. We have no globes or charts. We have one map of Iowa but it has fringed edges and has seen its best days. The blackboard is located at the front and is composed of four slates, each three by five feet, which are in good condition. The seats and desks are the common old-fashioned double kind. They are not extra good and are not beautiful by any means. They have done duty for many generations of pupils. Our window curtains are all in fair condition except one which is stationary.

We have a fair library of twenty volumes containing such books as: "Girls Who Became Famous," "Great American Industries,"

and "Four Great Americans." The books are all in good condition. We have twenty scholars enrolled and have seven who have been neither absent nor tardy during the term. Our present teacher is Ellis Kirkpatrick who just finished the 29th of February a very successful term of school.

Now look with me into the future of not only my school but of all country schools. Will the time ever come when the country schools shall be blessed with adjustable and single seats and also be properly ventilated? When will Iowa decorate her public schools as she does her capital and county seats? When will the room be added which may be used for the purpose of public entertainments? When will they be supplied with a basement containing a furnace, a workshop and lunch tables? When will proud Iowa be willing to give at least one acre to each school for play-ground? Will the time ever come when the schools will be supplied with globes, maps and charts as they should be? Will the time ever come when the Keokuk county schools shall be consolidated and all scholars be given a fair and equal chance at a high school education? Will the time ever come when the patrons will take the interest that they should take in our public school system? Why not have the public school stand out as an example of art and beauty? Will the time ever come when the Stars and Stripes shall float over every public school in America? When will the schools become as comfortable and attractive as the home? When it becomes all this it will be none too much for the cause of education. Pupils would have an inspiration not only to be in school but to try to obtain an education and be somebody. If the schools are to be the success that we hope for, they should have the attention, interest and co-operation of all citizens.

"Our public schools, our country's pride,
Her hope, her wealth, her light:
We will support, defend, improve
This gift of God's great might."



NORA A. EVERMANN.

FIRST the past—My school house was built in the year 1868 on the John Trotter farm. From here it was moved to where it now stands which is in the southeastern part of Van Buren township. But trouble arose as to its position and it was moved back. Still the patrons were not satisfied and it was moved to its present location.

It used to be called "The Rowley School" and "Lick Skillet" but a few years ago the name Fairview was given to it which is a very appropriate name—for from here you can get a fair view of the country for a great distance.

Present—The Fairview school stands in the northwest part of a large and beautiful yard containing one hundred and sixty square rods. There is a grader shed in the northeast corner. Although this takes off part of the yard, there is still a large playground left.

Twelve trees adorn and add to the beauty of the yard. One a large cotton wood, stands in the southeastern part of the playground, while the others which are box elders and maples are arranged along the west side.

The yard is enclosed by an iron rod fence which gives the place a neat appearance.

The schoolhouse is a frame structure twenty-seven feet long and twenty-three feet wide. It faces the south. There is a belfry on the south end of the roof. There is one outside door that leads into the hall and two doors that open from the hall into the room. There are six windows, three on each side, so that there is plenty of light and ways of ventilation. The outside is painted a dark green. On the inside the ceiling, wainscoting and other woodwork are painted a light blue.

The walls are decorated with paper chains which are draped across the windows and looped from the four corners to the middle of the ceiling.

We have several pictures on the wall including the portraits of such famous men as George Washington, Abraham Lincoln and Benjamin Franklin who, looking down from their lofty height, inspire us with good resolutions which may enable us to become great also.

Our stove is in the center of the room so that the room ought to be always well heated

We have an excellent globe and as good a set of maps as you will see anywhere. We have a chart that is well adapted to the demands of the primary class.



NUMBER 7, VAN BUREN TOWNSHIP

Our blackboard extends the entire length of the north side of the room and if it isn't very large it is plenty large enough for the number who go to use it.

We have a platform in our schoolroom which enables the teacher to get a better view of the school. On this platform are recitation benches but they are not used anymore. The seats face the north and they are getting old and infirm with age but we expect to have some new ones before long. The desks, I am sorry to say, are badly marred and scratched, although the present pupils have done a part of it the most was done by our fellow students who have come and gone before us. The teacher has a real nice desk and comfortable chair.

We have a bench to put the water bucket on and a place for the wash pan, soap box and dinner buckets

There are no curtains for the windows but shutters take the place of them. Although they are not as good as curtains would be, they will do for the present.

Our library though small is steadily increasing. It contains some very good books some of which are Louisa May Alcott's works on "My Girls" and "My Boys" and others written by Jane Andrews, W. H. Longfellow and Nathaniel Hawthorne

There are nineteen pupils enrolled but they do not come very regularly. Most of these are the small ones who live quite a distance from the schoolhouse.

There are only two who have "Certificates of Award." One is a boy ten years old—the other, a girl. There have been quite a number of visitors who show that they take an interest in the work that is being done.

Our present teacher is Miss Dora E. House

Future—We would like to have a new schoolhouse. If we could have it furnished with the modern improvements. We would have an auditorium lighted with gas lights to hold our entertainments in—a room for the library, a study room with single seats, an upright piano would be very welcome also—but above all we want a *well* with a *pump* in it so we can have fresh water whenever we want it.

I hope that our school may always be blessed with good teachers and stand at the head of the list entitled—"A Model School."



TONY GREINER, NUMBER 2, CLEAR
CREEK TOWNSHIP.

WELL, the old Stone schoolhouse has been standing there as long as I can remember. The schoolground was given by Mr. Paul Peiffer and Mr. Stone. The rocks were quarried by the Wehr Brothers and the lumber was bought in Washington. The schoolhouse was built by the Wehr Brothers in 1868. The first roofing was put on by Mr. Stricklen of Talleyrand.

There is no fence around the schoolground which contains 52½ square rods. There is plenty of shade. There are 28 trees—blackoak, box elder, the fragrant crabapple and elm. Underneath these trees the grass grows long and green in the summer time making a good place to

play. Our yard is bounded on the north and west by a forest, on the east and south by the road. There is no well. There was one in by-gone days, but no more.

The schoolhouse is 21 by 24 feet and faces the south east. From our door we can see the big Catholic church and some pretty homes and the fine mossy stone quarry with the pretty forest beyond. The schoolhouse is not painted outside but is of the natural stone color. Six windows let in the light and at times too much sunlight—for there are neither blinds nor shutters. The building is whitewashed inside and the woodwork is painted a gray color but needs painting again. The furniture consists of seven desks beside the teacher's, two long benches and the teacher's chair, a new stove, four square yards of blackboard, three maps and a box for our library books of which we have nine. They are mostly historical and some of them were written by Edward Eggleston. We have four penmanship instructing charts. Our seats are not good ones. Some of them bear the marks of the boys' jackknives who thought they were artists I suppose.

The schoolhouse has been repaired several times. Once a new roof was put on by Frank Ackerman, who is now in Germany. And

about two years ago a new floor was put in by Peter Engeldinger and George Greiner.

I would like to have a very nice shoolhouse that is painted nicely inside and outside. I would have fours windows on one side and on the other side four little windows at the top. Then there would be no cross lights. I would have the schoolroom very nicely decorated in the inside and a nice big library and big blackboards low down so the little children could reach to write their lessons. I would have nice varnished single seats nailed fast to the floor so they could not be moved. And it would be healthy to have the schoolroom well ventilated: a stove jacket around the stove so we could warm every part of the room and not burn our faces and freeze our backs at the same time. If we could have more maps, more library books and a big globe of the world, then it would be easier for the children to learn something. It would be nice to have a good coalhouse close to the schoolhouse so it would be handy to get coal in the winter time when it is cold. I would have a good fence around the schooiground made of the galvanized rods and a good deep well with a good pump in it and a tight platform so nothing could get into it.

In fact, I would like to have a schoolhouse with everything outside and inside as nice as possible for you know we have to spend so much of our time at school when we are young.



GLENN HENINGER.

CENTER district No. 3 derives its name from its location, as it occupies the central part of Steady Run township.

A site, thirteen rods square, was donated by Philip Heninger in 1851, for school and religious purposes. It was located in a high, dry, and healthy place. The first schoolhouse was a small log structure, facing the south, having but one door, and one long window in the west. The furniture and apparatus consisted of two long desks used for writing and storing of books and slab benches for seats. Imagine yourself sitting all day on one of these seats with no way to ease your position.

The teachers in those days wielded the rod without mercy and we are told had other modes of punishment such as wearing the dunce caps, holding rag dolls and split sticks on the nose.

Upon our schoolground are twenty very beautiful maple trees whose dense foliage during the warm sunny days, forms a grand arena, in which the scholars of the past have played and those of the future will play the merry games which make their hearts light and gay thus preparing them for their school tasks.

There is also a little elm planted in honor of George Washington. Though it is small in size now, may the happy children that play around it and may we as pupils now take it for an example, and try to rise to such a height that we may not be ashamed in the future to stand beneath its foliage.

Our school yard is enclosed with a substantial fence, constructed of heavy cedar posts, connected with cabled wire, sufficiently strong that we boys need not be afraid to swing our whole weight upon it.

Though our school yard is beautiful and a spot we all hold dear, we must not forget the schoolhouse in which we pursue the work outlined by our teacher, who is ever kind, attentive, and willing to

help us in time of need. At times we boys, and often the girls, too, forget and cause disturbances, yet when our teacher speaks to us in her kind and affectionate way, I tell you it makes us feel ashamed. But I guess all this must be included in the make up of a successful school.

The present schoolhouse, which was built in 1839, is a plain frame building, its dimensions being twenty-five by thirty feet, painted white on the outside, plastered and ceiled on the inside. There is one front door which opens into a hall way from which there are two



NUMBER 3, STEADY RUN TOWNSHIP.

doors leading into the main room. This room is furnished with light and ventilation by three windows on either side.

A large coal burner, situated near the center of the room, gives out a beautiful store of heat during the cold days of winter, driving away Jack Frost, soothing the pain in the fingers and toes of the smaller children.

It is well supplied with double seats, a very beautiful teacher's desk and chairs.

A large slate blackboard $3\frac{1}{2}$ by 19 ft. occupies the front of the room and pictures decorate the walls. As to maps, globes and charts

we have none. A small library has been started during the past two years, in which may be found: Webster's Dictionary, Black Beauty, Uncle Tom's Cabin, Letters to the Farm Boy, A Young Man's Problem, Franklin's Autobiography, Four True Stories of Life and Adventure, Short Stories from English History. And many others.

Our schoolhouse has also been used for religious meetings, singing schools, grange meetings and literary work

During the past term there were twenty-nine pupils attended our school and the attendance and punctuality was good, there being as high as 13 pupils neither absent nor tardy. We also had thirty visitors, six calls being made by the directors.

Among those who have attended our school and are now climbing the ladder of success are the Ogden Bros., mercantile dealers of Martinsburg; Will Fuller, a noted electrician; James Smith, Supt. of the diamond mines in South Africa; Roland Martin, a minister; Emma Love, Anna and Lucy Jones, teachers; Charley Heninger, an Attorney at law; Salor Heninger, former teacher in Elliot's Business College and many others have possibly been equally successful.

As to the future we expect to accomplish more than we have in the past. Miss Harlan, our present teacher, has partially graded the school, and, if re-elected for the ensuing term, hopes to make a decided improvement in our school work. We expect to have flower gardens, secure maps, globes, and charts and adopt the button system into our school and hope to have parents' day at least once during the term.

We trust that our school may continue to develop and that it may always remain free and independent. Our earnest desire is, that in the future happy children may continue to shout on the old school-ground as in days of yore, though for us these days will be gone for ever.

Our motto: "Energy and pluck win."



EVA ALLSUP, NUMBER 5, WARREN
TOWNSHIP.

THERE is an old, old song our parents say they used to sing in their school days, which I think could be applied with truth to our school in district No. 5. "If at first you don't succeed, try try again." Our schoolhouse was so far to one side of the district that several of the pupils had quite a distance to go. Perhaps some of you have heard of the Honey Grove school. This is the name of the school of which I am speaking. It was named from the grove and wood surrounding it in which there were many bees to make honey. Now I have told you the name of the school of which I was a pupil. And as I have told you a number of

the scholars had quite a distance to go and there were quite a number of children who were just becoming the age to go to school but could not start on account of living so far away. Well, the question of moving the schoolhouse to the center of the district came up two or three years ago, but this the majority of the people objected to for it would throw some of them still farther from school. After three years of such talk or perhaps at the beginning of the third year they became more in earnest than ever before for some of these small children were getting so old that they must start soon. Last spring soon after the election they called a special meeting of the people of the district which was well attended because the question of the education of only a part of the little folks or more money out of the peoples' pockets for taxes to make better schools was to be decided. This was voted on and the votes were seemingly divided half and half but no one knew. As it happened there was one man who did not attend the meeting because he had no children to send, but finally he was sent for and voted for the schoolhouse and when the time came for the voting to stop the votes were counted and we, listen will you please, had just gained our schoolhouse by this one vote. Think of this will you? Some of them were too much afraid of

a little tax money, a saving of money for them but loss of education for some child or children.

But now a place to put our new schoolhouse came next. As we had already had much trouble in gaining the building that some of the men gave one-half acre of ground which was neither a very large place nor a very nice one as, one person said, "Not fit to be farmed." But it is a very, very bad thing that has not a little good in it and I hope to prove this to you.

Please let me go back to those people who did not want the schoolhouse. When they saw what was going on they called another meeting to vote for money to fix up their schoolhouse in which our parents had gone to school and which had not been repaired much since that time. This was carried unanimously and their schoolhouse is at the present as good as new. Also a new well was dug. We and our parents before us had carried water all our school days. Now don't you think this was a good thing all around?

Mr. Miller did not want our district divided but after they did divide it he planned our new schoolhouse. The room is 20 by 28 feet. The work was done by Mr. Milt Taylor of Delta. And on Sept. 7, 1903, we began our first day of school with several new scholars, a new teacher, one who had never taught, and in a nice clean room in which children had never been taught. Having every thing new or some thing new in every line we began school and had school until Oct. 30, 1903. The last day the parents brought dinner and surprised the teacher. Then before we went home they asked the teacher to have a Christmas tree at Christmas time and she said she would. So at the first of the winter term we began getting our pieces and learning them. And when Christmas came we had our program ready and two of the boys got the tree and we had our Christmas tree on Wednesday night before Christmas. We all had a good time and had plenty of popcorn and candy.

In our schoolhouse we have no maps, globe, window curtains, or anything like that and only six library books. We have a nice blackboard and good desks and we think that the schoolboard has done so much for us that we will try to raise money and purchase some maps and curtains and try to make our schoolroom as bright and pretty as possible.

Our schoolhouse is built on a hill and we want to try to make it a beautiful hill. Perhaps some of those who were opposed to it will say, "Well that is a good place for a schoolhouse after all for if no one else could make any thing of it they could."

Now does not that go to show that the little poor spots in the

world can be made brighter and better and ought to be given to the boys and girls to work on? Of course they need help, not much though. Encouragement and advice are about all they need

"Little deeds of kindness,
Little works of love,
Make this world an Eden,
Like the one above "

Now I have told you all I know of the past and present of our school and what we hope for in the future. Thanking you for your kind attention I also invite you to come and see us in our schoolhouse on the hill. The hill whose soil was so poor that it would not raise corn, wheat, oats or potatoes, but which we intend to make bloom and blossom like a garden. Come and see us and tell us if we have helped the looks of it any.

* * * * *



LLOYD FRY.

ONE mile north of the northwest limit of the town of Keota, Keokuk county, Iowa, stands the schoolhouse where I attend school. It faces the south and is pleasantly located. The ground in front slopes down to the banks of Crooked Creek. The house is of the same general size and shape as the average Iowa schoolhouse. In size it is 20x24 feet having two front doors and a window between giving a pleasant view in that direction. Our schoolhouse was built in the year 1872. It was the last schoolhouse built in this township under the old school township

plan and was built before there was enough pupils in the district to constitute a school district but was built at the time in order to have the township build it. This was the year when the electors voted to change from the school township plan to that of the independent dis-

tricts. Captain Joseph Smith, who donated the acre of ground upon which the schoolhouse was built, was elected sub-director and served in that capacity until the change was made in the year 1874. At that time W. C. Smock, John Klein and Geo. B. McCreary were elected directors. The name adopted was Independent District No. 6.

The schoolhouse is well built and has seven windows. The windows all have fairly good curtains. The blackboard is made of slate and it was through the efforts of W. C. Smock that the slate blackboard was procured from Mr. Stoffee who had it shipped from the east.

Our library is one of the best owned by any rural school in the township and contains thirty-seven volumes. Among them are books having the titles: "Around the World," "Family of the Sun," "Aunt Marthy's Corner Cupboard," "The Great World's Farm," "Christmas Carols and Cricket on the Hearth" and "Pilgrim's Progress."

An effort has been made to get a beautiful grove of trees in the schoolyard. The trees, forty-five in all, are nicely arranged around the school building and are all doing very well except the one which has been used to support a telephone wire. They are soft maple catalpa, plum and some shrubs. The teacher and pupils have attempted to raise flowers and a vegetable garden. Radishes, lettuce and onions were planted last spring. Some asparagus has been on the schoolground for three years



NUMBER 6. LAFAYETTE TOWNSHIP.

was increased by the attendance of pupils from Keota. Some of them no doubt became prominent persons and of the pupils belonging to the district many have become worthy citizens of our county. One of the teachers, Dr. Eckly, became a physician. One of the pupils is at present a minister of the gospel; another was for a time a missionary in one of the schools in North Carolina. At this time President of

The first teacher who taught in my school was Mr. John Fletcher Graham who is still one of the citizens of Keota and we all look up to him as one of the bright and shining lights of the twentieth century.

The town of Keota at that time had not yet provided a schoolhouse and the size of our school

the United States was ever a pupil in our school we have no doubt the farmers and stockmen who have come from our school are filling their stations in life as usefully as the average farmers and stockmen in the state.

The schoolhouse being situated so near to Keota has never been used for any remarkable meetings. The most important meeting was held by the school to raise money to purchase library books. This was a box social and was arranged for and carried on successfully by Miss Clyde Gaunder, the teacher.

There have been many school exhibitions and closing day programs in this school. The number of picnics held on "closing day" of spring terms are not recorded but such days have been about the only time that our parents have taken time to visit the school. The chicken, buns, pies, cakes, to say nothing of tea, coffee, ice cream and lemonade consumed on these occasions is not a matter of history in the strictest sense of the word.

A good board fence and a section of hedge surround the schoolyard except on the front where the fence is out of repair. There is no well or pump. The directors no doubt thought the children needed water. They also feared there was danger of the pupils drowning each other in the well. Now if there would be a nice tank in the schoolhouse which could be supplied with ice water or lemonade in summer, we would not see the pupils toiling along the road with a pail of water which might be clean by the time it reached the schoolhouse or it might be quite otherwise.

If the patrons of the school were only interested I think by the time the town of Keota is extended this far north or farther our schoolhouse would be a very suitable place to hold the meetings of the strategy board instead of having its members seated on dry goods boxes on the edge of the sidewalk. Or if it were considered not too good an idea we can imagine in time there will be a centralization of the rural schools such as the educators are planning now.

We find that the pupils in the rural school *to be* will be taught some of the things useful and necessary for them to know and which are not contained in "Reading," "Writing," and "Arithmetic." For instance there are such studies as the following. The study of the habits of weeds and how to exterminate them. For everyone knows that before many years there will be a demand for just such knowledge as that.

For another, the study of good crops, how to grow them and

how to make them profitable will be a very necessary thing to know. Then there are many other things that will be needed both for girls and boys in training them for the best use and best way of making the best of life. So that I believe that what is called "manual training" will be a large part of the work done in the rural schools of the future. And, too, it will be found that the best is none too good to have for the school and we will find sufficient apparatus in our schoolrooms to explain everything and make the work much easier for the teacher and pupils as well as more beneficial. Our teacher will be trained to teach the best things, the most useful and most beautiful things and to teach in the best and easiest way. And the parents will visit the school and be more anxious and interested to visit and see for themselves what their children are doing in the schoolroom. The school board will realize that the education of the young is what constitutes the best welfare and makes the best citizens of the United States.

Hail the day when our schoolhouses are as comfortable and as beautiful and attractive as the best and most modern homes and with their surroundings may each one of them constitute an inspiration to all passers by and a source of pride to everyone in the community. And I want to make a plea tonight that the boys and girls of America be taught to know that the America of the future will be what the boys and girls in our school today make it.

Let our schools arouse a righteous ambition in the children to be just such children as America will be proud of now and can be relied upon in the future—this which is the most vital part in the training of American children, the possession of character in its truest and best sense. This is my plea.



EFFIE SHY.

THE Center Hall school house, situated in the state of Iowa, Keokuk county, Jackson township, district No. 4, was built in the year 1867.

One hundred and sixty square rods of land were given to the district by Peter Shook. The timber that it took to build the schoolhouse was given to the district by Wm. Rodgers, a good old Methodist minister of that day. The schoolhouse was built by John Harmon, who was at that time the only carpenter around here. Mr. Harmon hewed the timber and prepared it for the building.

Center Hall is not a large building—only 24x26; but when it was first built, there were as many as sixty scholars attending. It was the only

school for miles around at that time and of course not only the children of our own district came but those of other districts and neighborhoods.

In the days gone by they had a literary society and people for great distances would come to Center Hall to hear the programs. I have heard my father and mother talk about attending literary at Center Hall when they were young.

Many boys and girls who have studied under its roof have become famous. I need not mention but a few of the occupations that the boys and girls of that day are now leading. Some of them are now in the ministry, many of them are successful teachers, one or two of them are in Alaska digging gold, one of late years served Uncle Sam in U. S. Navy and many of the boys are rich and prosperous farmers.

Our present schoolhouse has stood the storms for thirty-seven years. It is the same one Mr. Harmon built long ago. It has been

remodeled only one time that I know of, and I am sure you will not be surprised when I tell you that it is now in a very poor condition, but nevertheless it is located in a beautiful and healthy locality having a good clean playground with sixteen large trees on it thirteen of which are maples and the other three are willows. These furnish plenty of shade in the summer and serve as a good wind break in the winter. The playground is not fenced in front but the other three sides are fenced. The fence belongs to the people who own the land surrounding the school.

There is no well on the school ground at the present. It was covered up two or three years ago because it did not have good water in it and the curb was not very good. I think it was a good thing that they covered it up for some one might have fallen into it.



NUMBER 4, JACKSON TOWNSHIP

Our school house is painted on the outside with white paint having been painted not long ago when it was remodeled. It is painted on the inside with brown paint. The walls used to be white but you would doubt it, if you could see them now, for they are smoked till they are nearly black.

We have a few decorations on the walls now but they do not look very well on such dirty walls.

The window panes are generally broken out. Last winter one whole sash of glass was broken out at one time and not replaced, so the teacher would change the sash from north to south as the wind changed. This kept us from freezing and kept him busy building fires.

We have a good blackboard, good desks and seats and a fairly good stove.

There are six windows in the schoolhouse, but only one curtain. We recently had good curtains, but they were destroyed by the children.

We have no globe, charts, maps or dictionary. We have only four library books, and they were bought by one of the teachers who had the pupils sell coupons with which to get money to buy them.

District No. 4 is an independent one and the board meets on the third Monday in March and September each year. It never meets any other time that I know of. The members of the school board or parents never visit the school unless it is by chance when they come to school after their children when the weather is bad. Only a few ever come to get their children, so we have very few visitors, and there has never been but one county superintendent who visited our school that I know of and that was the present one.

There are only six scholars coming to school now. Most of them are regular in attendance and are always on time. Some live so far away that they can not always come when the weather is bad.

We have a good teacher now and I hope she thinks as well of us as we do of her. We hope in the future to have as good a teacher as we have now and that we will have a new school house and other things that are useful in a school, such as a library, globe, charts and a dictionary. I am sure we would rather go to school than stay at home.

I imagine the pupils that are now going to school will be more prominent in the future than some have been in the past. Some of them will become great if they study hard. Some of them might be bookkeepers, and others might be successful school teachers, and some might be county superintendents and some might even be the president of the United States.

And I hope in the future more scholars will come to Center Hall to school and that everything will go to make the future of our school better than the past.



KITTY MCBRIDE, NUMBER 2, SIGOUR-
NEY TOWNSHIP.

DISTRICT number two originally included all of Sigourney township, except the town district. It was afterwards divided into two separate districts. District number two was then named Newkirk for its benefactor, Daniel Newkirk, an old and respected citizen of Sigourney township, who gave the ground on which the old school house was built.

The first school house was a log cabin built by the men of the district in 1854. It was heated by a wooden stove. The seats were home made and both seats and desks were straight. They were movable and were placed on all sides of the

room. The first teacher was John Lewis from Boone county, Indiana. He taught three weeks and gave it up. A man from Oskaloosa finished the term. The boys and girls who went to school at that time have grown to manhood and womanhood, and they are scattered everywhere—some living on the Pacific coast, some near the Gulf of Mexico, while some are still living in this district and vicinity. One of the boys, Whitney Jacobs, married Mr. Newkirk's daughter and afterwards became sheriff of Keokuk county and was postmaster at Delta for several years. One of his daughters became one of the many successful teachers of Keokuk county and is now the wife of our county attorney.

During a revival meeting held in the old schoolhouse a man got so happy that he knocked the stove over when it was full of fire. He soon forgot his happiness in endeavoring to put out the fire.

In 1868 a new schoolhouse was built by Acley Beaman and plastered by William Clubb. It is rectangular in shape and is 20ft wide and 24ft long. It faces the east. It has a door in the east and three windows on each side. It was painted several years ago on the outside but it is about all off now. On the inside the wood work is painted a dark blue and the walls are plastered and white-washed. At first the seats from the old house were used but now it is seated

with twenty-four modern seats, four of which are small and twenty large

The inner decorations consist of pictures, strung corn and ever-green twigs. The corn is several colors and strung on cords. The stringing was done by the 2nd and 3rd grades.

The pictures are a large framed portrait of Washington and many smaller ones on matting. Our apparatus consists of seven maps, a globe a chart and a blackboard, which was made by painting a board black and a library which was started in 1900 and now consists of 5 volumes. These books are books of history, fiction and mythology. This schoolhouse is located on a hill in the southwestern part of the township about one-half mile from North Skunk river. The location is beautiful and healthful and is surrounded by beautiful farms. The schoolyard contains 80 sq. rds. The public road is on the north and west and a board fence on the south and east.

In the yard are fifteen trees, three hickory and twelve oak. Other vegetation in the yard consists of grass and gooseberry bushes.

There is no well on the schoolground but the water is carried from a farm house near by.

In the old schoolhouse my grandfather and grandmother received their education. In the new one my mother and myself received part of ours.

The first teacher in the new schoolhouse was Henry Wright and the last one is Miss Adella Priest. We are having a fine school now. There are forty-two pupils enrolled. They are mostly boys from twelve to fourteen years of age. Most of the pupils are well advanced and are regular and punctual in attendance.

The Methodist people held a very interesting meeting here in the winter of '71 and '72. There were received several additions to the church during the meeting. The pastor's name was Armstrong. He was English by birth and was very strict about the manner in which his people dressed. He organized a very large class at that time. Only one of whom is now living, Mrs. Cowell, of Delta.

There was a Sunday school held here twelve years ago by a Sunday School Evangelist by the name of Hart.

In the future I see our schoolhouse built as a modern home with a telephone by which the teacher and scholars may communicate with the parents and school board as is sometimes necessary. It will be finished with a basement and a furnace. It will consist of two rooms connected by double doors which may be opened into one room and with the windows placed to the back and left of the pupils also hay-

ing better modes of ventilation making it possible to have the school supplied with pure air continually.

In this house we will hold our public meetings and entertainments which will make social life in the community far more pleasant and agreeable than it is today. It may require consolidation of schools to make all of this possible.

I hope that the schoolground will be enlarged, with many nice shade trees, making a large and pleasant playground for the pupils.

I hope that the school will continue to prosper and that the scholars will take more and more interest and strive to be useful men and women and when their school life is finished may they be respected and loved by all and lead good and noble lives.

* * * * *



LOUIE STROHMAN.

THE first schoolhouse in district No. 10 German township was built on the divide between Bridge Creek and German creek, now Mr. Fred Meyers' field, near the stage road then leading from Sigourney to Washington. The schoolhouse was built in the old pioneer style of undressed logs with a roof of clapboards. There were two windows, one on each side, the size of the panes being eight by ten inches. The seats were made of slabs and the desks of undressed boards. The schoolhouse was erected in 1850. It was also used as a church by the people of the community and in it my mother was baptized. Afterwards a stone schoolhouse was built at the place now known as Stony Point. The stone was procured in the vicinity

and the work was done by Mr. Ahrens, Fred Dorman and Peter Fritz. About 1873, Mr. Henry Miller bought the old log schoolhouse and has since used it for a stable.

Once two boys were sitting together and since no other amusement offered itself they began to kick each other. Of course, the teacher noticed the disturbance. He went to the boys seized them

by the hair and bumped their heads together. The boys thirsted for revenge. While sliding that noon, they found a large stone in the way. They let it alone and went to get their teacher. The two boys got on the sled with the teacher, but just before they reached the stone, they jumped off: the teacher went on. He did not soon wish for another sleighride.

In the course of years, the schoolhouse was found to be too small for the number of pupils. Those from the western half of the district found it very inconvenient to walk so far. The patrons of the western half of the district petitioned the schoolboard of German township for a division of the sub-district. It met with much opposition but was finally granted and division made as it now is and a new schoolhouse was built. For the first year it was agreed to select a room near the center of the district. This was before the new schoolhouse was built. The room selected was a southeast room opening from a porch in what was then Ferdinand and is now the William Wickenkamp residence. The teacher was Miss Lizzie Dunker; the sub-director was Fred Kilmer. It was decided that Mr. Fred Schwenke Sr. and Mr. Kilmer were to choose the site for the new building. They selected the crest of the hill east of Bridge creek, on the north side of the road, and about a mile and a half northeast of the mouth of Bridge creek. The new schoolhouse was built in 1880 by Dan Seger.

The first teacher who taught in it was Miss Dunker. The second teachers's name was Mary Young. Mr. Fred Schwenke was sub-director. The school boys frequently hunted rabbits on the newly plowed sod and then had disputes about them. Some of the teachers we have had since then are Libbie Wyant, Susie Jennings, Lettie Adams, Jessie Holland, May Jackson, Sue Downing, (in whose reign we used to have fine times skating) Nancy Frey, Antoinette Merz, Minnie Strohman, Rufus McVicker, Harry S. McVicker, Milton Hoffman and George Schwenke.

While Milton Hoffman was teaching at No. 10, the boys caught three rabbits. Mr. Hoffman proposed that we have rabbit soup. It was a dish never to be found in any cook book. The girls would have nothing to do with such haphazard cooking. We boys and Mr. Hoffman did it all alone and it was fine. Mr. George Schwenke is our teacher at present. We have had rabbit soup this winter and we had a picnic dinner Monday, Feb. 2, 1904 for just the pupils and we had all manner of good things to eat.

The size of our schoolhouse is 16 by 27 feet. It is oblong in shape. The schoolhouse is in fairly good condition except that the

foundation is crumbling away. The schoolhouse was painted on the outside about a year ago.



NUMBER 10, GERMAN TOWNSHIP.

The schoolhouse is nicely plastered on the inside and the ceiling has been painted. It has shelves for the dinner pails and hooks upon which to hang the wraps. We have nice pictures framed in various ways hung upon the walls, also tissue paper chains and silver stars on them strung across the front of the room.

Our apparatus consists of mensuration blocks, McGuffey's reading charts, Caxton's charts, a globe, a map of Keokuk county and an excellent dictionary. The globe is about four inches in diameter. The map of Keokuk county is a new one about four feet square. The chimney is on the west end of the schoolhouse and the stove stands in the middle of the room, which has been considered the proper place since pioneer days. In that position it takes up the best part of the room and does not warm the corners of the room as it would if it were moved into a corner and furnished with a jacket.

The schoolhouse has six windows and no window shades but the light is excluded by shutters. It has two wall lamps, one on each side, which we use when giving an evening entertainment. The blackboards are six in number, two in front and two on each side of the room. They are made by coloring the plastering with liquid slating. The desks are arranged in three rows, one row on each side and one row in the middle. There are 16 double seats. They are all good with one exception. A few of them have the initials of G. H. S., H. S. M., M. H. H and J. R. Mc. Where the small seats leave off and the large ones begin, the seats are too high and the desks too low for comfort or health.

Our library is a circulating one. The number of books in the

township library is 148. The books we have at present are "Nelly's Silver Mine," "The Story of our Country," "Things Will Take a Turn," "Modern American Oratory" and "Through the Year." We would like to have many more books added to the library.

The punctuality and attendance of the pupils are good with the exception of the pupils from two families whose names I prefer not to mention. The number of pupils enrolled is twenty-five. The number of visits from parents and others is about one per month. Our sub director comes very often also. We have a program every two months and will have one at the end of the term.

In the near future, I would like to have consolidation of schools so that we might have a high school. I would like a large building to be heated by hot air, a deep well with good water: paved roads all over the township and men hired to take the children to and from school in wagons. I would have a little oil stove in each wagon and have the wagon covered like a stagecoach so they could go rain or shine. I would like to have a gymnasium and a boys' military company. The building should have two or three rooms with tools and material to make things.

It should also have a room where girls might be taught by a good teacher how to cook and sew. There should be a yard containing about two acres partly beautified by trees and flowers, partly used as a playground and the rest given up to flower and vegetable gardens.

The schoolhouse should have adjustable seats, plenty of necessary apparatus and many good pictures and casts bought by the district. In fact, it should be a second home.

High above the building should float a large American flag.



DON WALKER.

IN securing facts necessary for anything like a connected history of the early school life of District No 2, East Lancaster township, I have been greatly hindered by the fact that all of the parents of those early days are dead, and very few of the pupils who then attended school are yet living in the neighborhood. Time has effaced many things from their memories. However, I have been enabled to secure some rather disconnected items of history. The first school house was located something more than a mile east of Lancaster on the creek bank southeast from where Louis Follman now lives. It was a small log building with a

clapboard roof held on by weight poles. The floor was made of roughly hewn boards laid loose on the sleepers. The house being situated on a hillside, one end of the floor was some distance from the ground. Mischievous boys would creep under, and after school had taken up they would play dog fight, howling and barking and otherwise distracting the attention of the school, and even raising boards, and producing great consternation. Uncle James Gilliland of Lancaster might even remember such an instance.

On one side of the room a log had been cut out, and the space filled with eight by ten inch window panes. Slab seats were used, which were arranged around the fire place. The teacher occupied the space just in front of the fire thus insuring his own comfort, at least. Of the teachers, I can learn the name of but one, Orin White, or "Orange" as the scholars called him. His appearance would cause one to think that he was a direct descendant of Ichabod Crane.

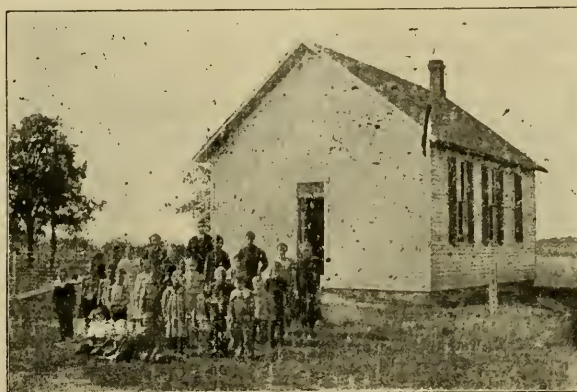
The water was obtained from the creek and at one place where the ice had been cut away, it was quite deep, and while one of the boys was making a verdant effort at gallantry toward one of the large girls a little rascal slipped up from behind and sent him headlong into the icy water. It cooled him some.

This school accommodated a large section of the country, even Lancaster, the county seat, sent her pupils here.

The next school house was located about one hundred and fifty

yards northeast of the Doggett Cemetery. It was a small frame building, built by Presley Doggett for a cheese house and donated by him for school purposes. The first teacher was a pioneer teacher—a woman of virtue and of energy with a good mind and a love for her work. She was a superior teacher with plenty of physical courage, and she did not hesitate to chastise any one who needed punishment, and the largest scholars always knew after the fracas, who had been “licked”.

Among the duties the scholars, at that time, had to perform was to write compositions on subjects given them by the teachers. At one time a boy was asked to write a composition about “The Ox” and this is what he wrote, ‘The ox is a very useful animal. Its milk is good for them that like it.’



NUMBER 2, LANCASTER TOWNSHIP.

This building was burned during a term of school taught by Mathias Williams. Then another schoolhouse was built one-half mile south of the Doggett Cemetery on land supposed to belong to Andrew Doggett. Jacob Shumaker and Mr. Stokes had the contract to build the schoolhouse. The shingles were purchased from Mr. Hutton who owned a shingle mill across South Skunk River. The house was built in 1863, while Benjamin Crabb, who was living four and one-half miles east of Lancaster, and William H. Walker, living west of Hayesville, were directors. At that time there were but three directors in each township, Mr. Joseph Reynold, who lived east of Lancaster, was treasurer for the township.

After the schoolhouse was built a road was established and it was found to be on land now belonging to S. A. Gilliland, and par-

tially in the roadway, and it remained so as long as it was fit to be occupied. Some of the most popular teachers were:—Elijah Brolliar John Swearingen and Frank Harris.

The yard around the house was covered with thorn and hazel bushes. A north hillside made a capital place for coasting, and one day when some of the Lancaster boys came visiting, they paid too much attention to the big girls, so the No. 2 boys thought. It had been thawing most of the day and water had collected at the foot of the hill. The visitors were enticed to get on a couple of long boards with an experienced pilot for each. Away they went like a streak, but as the water was reached the guides rolled off, and made haste to reach the schoolhouse. The visitors were mad, but did not feel like facing the girls and so went home for repairs.

The room was heated by an old cannon stove, the top of which was a place for soot and dust to collect, and it afforded some of the boys great amusement to accidentally(?) blow soot in the teacher's face.

The pipe was frequently filled with soot, and one evening when one of the boys, Sam Walker, was fixing the fire for the night:—a couple of boys, Sam Gilliland and Alva Harris, who had been hunting, came along and said, "O, we'll blow the soot out for you," and wrapping a large quantity of powder in a newspaper, put it in the stove. After setting a bucket of coal on the top of the stove and touching a match to the paper, they quickly made their exit. A loud report was heard and the boys rushing into the house found coal, soot and stove doors strewn over the room. The pipe also was blown to pieces but no one reported to the teacher the cause of the catastrophe.

The benches were home made and furnished by the parents. The blackboard consisted of boards painted and hung on the wall. It was generally too slick to write on, but it served as an excellent place for the boys to stick their knives.

The building was finally sold to Louis Follman and it now serves him the purpose of a granary. A larger house was then built on land bought of S. A. Gilliland. It was erected in 1893 at a cost of \$800. The schoolground consists of half an acre of ground, with several shade trees and enclosed by a substantial woven wire fence.

The building is neatly painted inside and out. It contains thirteen square yards of blackboard covered with slating.

The decorations inside consist of several pictures of noted men and famous paintings.

The district at one time furnished the school with a globe but the boys used it for a foot ball and it did not last long. The school

is supplied with a chart, also a large map of the United States.

The library of thirty-four books consists of biographical, geographical, historical, philosophical poetical, and juvenile literature. These books were selected by the school board.

There are enough seats for thirty scholars but only twenty-one are enrolled.

The average attendance for January, 1904, was eighteen and the punctuality was 95½ per cent

"Parents Wont Visit the School" is an appropriate song for District No. 2. The very efficient teacher of the present time is Miss Sophia H. Strohman much loved by her pupils.

Among the students who attended school at District No. 2 and afterwards entered a profession are Dr. S. A. Walker, Dr. J. B. Keaster and Frank Harris, a graduate of pharmacy.

As to the future of the school, I can only give my ideas as to what the school should be. I hope to see a large schoolhouse heated by furnace so that all parts of the house may be equally warm, and furnished with all the necessary apparatus needed for thorough teaching of all branches taught in the country schools. There should be an extensive library of choice literature and the room tastefully decorated with pictures and potted plants and seated with adjustable and single seats.

The school should be supplied with pure water, wash basins, and a sink connected with sewer pipes. A cloak room is also a necessary adjunct.

The schoolyard should consist of an acre or more of ground which should be kept neat and clean with nicely arranged flower gardens, some shrubbery of the easiest grown varieties and plenty of shade trees. In short, the school and its surroundings should be made as beautiful as possible for "A Thing of Beauty is a Joy Forever"



FAY HARDING

THE history of the Pleasant View school is a very interesting one. A small tract of land containing about sixty square rods was purchased of Row Clemens and chosen as a schoolhouse site.

In order to raise money to build the schoolhouse an assessment was made and about six hundred dollars was raised—but this being insufficient—the late Reuben Davis, who was then treasurer of the district, was authorized to loan the money. Sometime afterwards another assessment was made, and this together with the first, was enough to build the schoolhouse. But Mr. Clemens to whom the money had been loaned, was unable to return it. However, as he owned a sawmill he proposed

to saw enough lumber for the building and in this way pay back the money. The proposal was accepted and in 1869 the first schoolhouse in district No. 4 was erected.

It was a rude structure with equipments and seats of wooden slabs. Several years later new seats were purchased and this made the pupils more comfortable in one respect at least.

Here, Marion Garrett, Garley Headlee, Mrs. Fred Procrantz, Mrs. Charley Sanders and many others received their first education.

One of their teachers, Miss Mary Kendell, decided to have an exhibition on the evening of the last day of her school and careful preparations were made. As the school building was a very small one, it was thought impossible for all who wished to attend to gain admittance, so Will Clemens invited them to hold the entertainment in his newly built barn. The invitation was accepted and on the appointed night a very large number of their parents, neighbors and friends gathered there and heard the well rendered program.

Fifteen years later it was decided to build a larger and more substantial schoolhouse and the old one was sold to Harrison Covey and soon enshrined in memories of the past.

The new building which took its place still stands, and could it speak, it would no doubt have many an interesting tale to tell of the boys and girls who assembled there, many of whom are now men and women of prominence possessing beautiful homes of their own, others are teaching in the public schools, and some have been laid to rest in the silent grave



NUMBER 4, WASHINGTON TOWNSHIP.

The present school was built in 1884. It has a healthy location and also a beautiful one for it is situated on the main road leading to Delta, Sigourney and What Cheer. On either side are large farm houses, to the northwest we can see a large part of What Cheer and to the northeast the tall spire of the German church several miles distant.

The schoolground is almost level and is surrounded by thirty-one trees—two rows on the north and one row on the other three sides. The trees are beautiful, tall maples, but the recent storm has broken many of the large limbs and it will be some time before they will be as large again as they were.

We have four flower beds consisting of roses, lillies, bluebells and Bonning Betty and also a strawberry bed.

The yard is not enclosed with a tasty and substantial fence for on one side there is a board fence, on two sides wire fences and alone

the road hitch racks. Neither do we have a well with a pump in it on the school ground.

The schoolhouse is of a rectangular shape, being twenty-four feet long and eighteen feet wide and built on a rock foundation. It stands facing the west with a board walk extending from the door to the road, and has three windows on the north and three on the south.

The school building is painted white on the outside and blue on the inside. Its walls are decorated with pictures of children, fruit and flowers. On the blackboard is a border of red carnations and a picture of the Martyred Presidents.

We have twelve good desks and double seats, two black boards, one in the front and the other in the back of the schoolroom, but they are not in very good condition. The stove is old and almost worn out. There is a large bell on the schoolhouse and on these cold winter mornings its clear mellow chimes can be heard for quite a distance. The library books, forty-one in number, are not kept at the schoolhouse but are left with the secretary of the school board.

I have only attended school here a few terms and we have usually had about twelve pupils enrolled but this winter owing to sickness and other reasons we have had but five. My classmate, Leona Couplin and I are the only ones coming regularly and being punctual in attendance.

We have had nine visitors this term, one visit was made by the president of the school board and one by my mother.

With the exception of school and telephone meetings no other remarkable meetings have been held in the school house.

We have no maps, charts or globes to make our work more successful and interesting. But I hope improvement will follow improvement so that we shall soon have a large, well ventilated schoolroom: the windows so arranged that the light will not fall directly on our eyes, and have window curtains to exclude the light at our will; also well supplied with maps, charts, globes and solid slate black boards, adjustable and single seats; the walls of the schoolroom neatly painted and decorated; the yard enclosed by a good, substantial fence and made so pleasant and comfortable that our school shall become a second home.

But while we are waiting for these things let us wisely improve the present by studying diligently and ever bear in mind the quotation we have committed this term:

"Labor for learning before you are old,
 For knowledge is better than silver or gold:
 Gold if you had it, would soon fade away,
 But learning once gotten will never decay."

And may we so live that we shall grow up to be useful men and women, and when life's school is ended and the last roll is called, may each one of us be there and hear the welcome words of the Master:—"Welcome, thou good and faithful servant, enter thou into the joys of thy Lord."

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SIDNEY AXMEAR, NUMBER 2, ADAMS
 TOWNSHIP.

THE school which I am now going to describe was named in honor of the Father of our country and is known as the Washington school. It is located in the southeastern part of section No. 2, District No. 2, Adams township, Keokuk county, state of Iowa.

An acre of land was purchased from Joseph Bailey, in the year 1874 and on this site which is the most suitable and healthful location in the district, the present school-house was erected. It was built by Joshua Jones and is a one story structure facing the south, with a base of 20 by 30 feet.

Wesley Greene of Iowa county was the first instructor of this school and Howard Dansdill of Thornburg the last of its list of teachers.

After the opening of the school, the members of the district put out a large number of maple trees along the north and west sides of the schoolgrounds, also a pair of boxelders in front of the school house and an apple tree nearby, which never fails to yield annually its share of troubles to the boys and girls.

Originally there was a four board fence around the playground but in later years the directors of the district decided that no fence was needed along the road and accordingly it was removed and has never been replaced.

In the year 1896 the schoolhouse was repaired. It was then painted on the outside and replastered on the inside. This made a very handsome and comfortable schoolhouse.

In the spring of 1898 a well was dug a short distance southwest of this and it was furnished with an iron pump.

Previous to this, water was carried from the neighborhood wells by the pupils; but since that time an abundant supply of water can be had without much effort.

In the year 1899 a fine coal house was built a short distance back of the schoolbuilding. One year later a library was placed in the school. This library consists of thirteen books which were selected by the county superintendent.

Of those who finished the common branches in this school, some have entered higher schools but most of them are quiet humble tillers of the soil. We are proud of the prosperous farmers who have finished this school, for farming is one of the most noble callings of life. The freedom and independence of its followers are envied and the greatest men of our nation were born on farms.

No time in life is treasured with as much pleasure as the days enjoyed at the country school. At no time in life can character be more easily moulded than in the early days at the country school. There is no more important factor than the country school in the preserving of the high moral, physical and intellectual standard of our country.

Washington school, while its past is not a spotless one, has a record to be envied and is now one of the most prominent schools of our county.

Through the thirty years that have intervened, the situation of this schoolbuilding has been unchanged. The desks with their jack-knife carved initials are the same that were used just thirty years ago. Each desk is made so as to accommodate two occupants although sometimes, by the increased attendance, the old maxim "Always room for one more" is observed and accordingly one is placed in the middle.

The walls are adorned with pictures and objects appropriate to a patriotic school. Beside the many pictures which attempt to describe objects of nature are the portraits of Mrs. William McKinley, wife of our late martyred president, Abraham Lincoln, the great Emancipator, George Washington, the illustrious of Father our country, and the county superintendent, Mr. Cap E. Miller, to whom we should bestow honor for the result of the many improvements of late in the schools of the county, and consider him as the chief exponent

in the origination of the present meeting. No greater incentive than these images is necessary to encourage the mind of the industrious and ambitious pupil to strive to emulate the virtues of [the illustrious patriots of our country.

In their grave but calm features can be traced the true trend of character. How well it may all be stated in this most beautiful poem:—

“Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footsteps on the sands of time.”

Among the aids that assist the instructor in imparting knowledge to the pupils are two charts. One of these describes the physical features of the earth by written description and drawings. In the other are embodied all the important principles of arithmetic. In other words, it is supplied with the ordinary equipments of a modern school.

The outward features of this building present a somewhat quaint appearance. Since its remodeling its changes speak plainly how thoroughly it has fulfilled the purpose for which it was intended.

The infant trees as they existed some thirty years ago are to the present grove as the tiny acorn is to the mighty oak. Ofttimes has their grateful shade been employed as a substitute for the monotonous quietness of the schoolroom in warm sunny days. The birds and rustling leaves seem to tell tales on the mischievous pupil who was successful enough to escape the keen glance of the master.

The future of this school is an unknown quantity. It may stand for many years or it may be absorbed by the almost universally discussed problem of consolidating the schools. Doubtless a time will come when the country school will be a thing of the past.

The building in which Abraham Lincoln received his first bit of education was a log structure. In one end of the building was a fireplace and the desks and seats were made of slabs. Today we have thousands of fine schoolhouses throughout the country besides the many colleges, universities and state institutions where we can complete our education. We can scarcely believe that so great a progress can be made in the next fifty years. Yet many things which seem impossible are accomplished.

Much time and immense sums of money are expended annually by our youth in acquiring an education.

Let us push our efforts in the right direction. If the country

school is not giving satisfactory results, let us cast it aside and get something better.

I cannot predict with any degree of certainty a future whether of progress or otherwise for Washington school. I can only say that it may be judged by the past and leave the matter rest in the hands of Father Time

PART 4-- BI-COUNTY HISTORICAL CONTEST.

What They Said.

The work has been a remarkable success and is wholly original with the county superintendent of our county, who is trying to improve the schools in a practical way—penmanship, the ability to write a good, plain, legible hand the ability to express thoughts clearly and well. The work has created an unusual interest in the schools of the county.—The Keokuk County News, March 3, 1904.

We note with pleasure that Supt. Cap E. Miller's example is being emulated by Ports of Iowa county, who pulls off a big rural school contest along lines almost identical with those followed by Miller in his recent big meeting at Sigourney. May this good leaven spread until it is working in everyone of Iowa's 99 counties.—Keota Eagle, April 4.

When I learned that Sup't. Ports was following our plan in Iowa county I asked him if he would cooperate with us in holding a bi-county historical contest. He was willing to help with the work and a program was arranged accordingly:

* * * * *

Bi-County School Contest and Educational Meeting of Iowa and Keokuk Counties at North English, Iowa, Friday and Saturday, May 13--14, 1904.

A Gold Medal will be awarded to the contestant who receives first place in each contest and a Silver Medal will be awarded to the contestant who receives second place in each contest.

PROGRAM.

Friday Evening 7:30 o'clock.

Music North English High School Chorus

(1) GRADED SCHOOL HISTORICAL CONTEST.

"The Russo—Japanese War" Carl Lewis

"My School—Past, Present and Future".....Emma Lester
Music.....Boys' Quartet

(2) RURAL SCHOOL HISTORICAL CONTEST.

My School—"Past, Present and Future,"....Don Walker, Albert A.
Hogan, Sylvia Blaylock, Ethel Roberts, Lloyd Fry.
Music.....North English High School Chorus
Thomas McDonald Eva Allsup
Ella Jones Orla Chacey

Benton DeLana.

Music.....Boys' Quartet

(3.) GRADED SCHOOL DECLAMATORY CONTEST.

"Mice at Play".....Ruby Evans
"The Royal Bumper Degree".....Arthur Prentiss
"The Yankee in Love".....Wilber Baughman
"The Debatin' Society".....Lorene Allison

Decision of Judges.

Awarding of Medals.

Music North English High School Chorus

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Educational Meeting.

A bi-county educational meeting was held in North English the day following the bi-county contest and the following subjects were discussed in an informal way:

"How Can a Better Educational Sentiment be Created?"

"How Can School Sites be Beautified and School Property Improved?"

"How Can we Introduce the Elements of Agriculture in our Schools?"

HOT SHOTS—"Things that Need our Special Attention."

This was an interesting meeting. Teachers from both counties took an active part in all of the discussions. The most pleasing part about the discussions was that they were all informal. Not one paper was read during the entire session. It is a good thing for teachers of neighboring counties to meet together occasionally and exchange ideas and experiences.

BI-COUNTY CONTEST.

Held at North English on Friday Evening.

Miss Emma Lester Wins First Prize and Receives the Gold Medal. Don Walker Gets Silver Medal.

The bi-county school contest was held in North English last Friday night and was a success in every particular. The weather was not very favorable but nevertheless the house was crowded with people who came from both counties to hear their representatives. The plan of historical productions using the subject "My School, Past, Present and Future" and originated by Sup't Miller is being followed by a number of counties in this state and in other states. It makes the school house and yard a foundation for the introduction of the elements of agriculture in our schools.

Study the tables of the grades given by the three judges and you will notice all the judges gave Miss Emma Lester first place in the Bi-county Graded Historical Contest and of course she received the gold medal. Miss Lester is a remarkably intelligent young lady and if Keokuk county always sends out such representatives she will win many honors. The total for this contest was as follows:

Carl Lewis, Iowa county.....	86½
Emma Lester, Keokuk county.....	88.16

The rural contest was very interesting and below are given the names of the contestants in the order of their success Friday evening:

Thomas McDonald, Iowa county.....	93½
Don Walker, Keokuk county ..	91½
Orla Chacey, Keokuk county ..	87½
Sylvia Blaylock, Keokuk county.....	87½
Lloyd Fry, Keokuk county ..	87
Ella Jones, Iowa county.....	86½
Eva Allsup, Keokuk county.....	85½
Benton DeLana.....	85½
Albert A. Hogan, Iowa county.....	83½
Ethel Roberts, Iowa county.....	80
Iowa county 428 and 5-6, Keokuk county 439½.	

Notice that while Iowa county received first place and gold medal in this contest that Don Walker and Keokuk county received second place and the silver medal. Also notice the sum total marks received by Iowa county is only 428 and 5-6 while that of Keokuk is 439½—a difference of 10 and 5-6 in favor of Keokuk county. Notice, too, that Sylva Blaylock and Orla Chacey tied for third place and that Lloyd Fry received fourth place. Notice, again, that not one of



Lloyd Fry, Orla Chacey, Lorene Allison, Sylvia Blaylock,
Emma Lester, Don Walker, Eva Allsup, Arthur Prentiss.

Keokuk county's representatives received a place lower than 6th in this contest in which ten persons took part.

The comparison of marks for the two counties in the Graded Historical contest gives a difference of 1 and 62-75 in favor of Keokuk county. 1 and 62-75 plus 10 and 5-6 equals 12 and 39-50 or the difference in favor of Keokuk county as a result of the two historical contests.

In the declamatory contest Iowa county received both medals. The representatives from Keokuk county did well even if they did

not receive medals. Below are the grades received by the contestants:

Wilber Baughman, Iowa county.....	97½
Ruby Evans, Iowa county.....	93 5-6
Arthur Prentiss, Keokuk county.....	90½
Lorene Allison, Keokuk county	84½
Iowa county 190 and 1-6. Keokuk county 175.	

The bi-county educational meeting held Saturday was fairly well attended. It was a success in every way. The people of North English entertained the teachers well.—The News, May 19.

It may not be out of order to publish a letter from Benjamin F. Shambaugh, Iowa City, Iowa, who represents the State Historical Society of Iowa.

Supt Cap Miller.

Slgourney, Iowa.

My dear Mr Miller:—

Mr S K Stevenson informs me that you have been conducting an interesting experiment in collecting information relative to the history of the schools of your county. I am very much interested in this matter and would be greatly obliged to you if you could give me a general account of the plan pursued and the results accomplished. Perhaps the essays or papers prepared during the past year could be permanently filed in the library of the State Historical Society of Iowa

Very cordially yours,

BENJAMIN F. SHAMBAUGH.

This letter delighted our representatives for they think that it will be an honor for them to have their historical compositions placed on permanent file in the library of the Historical Society of Iowa.

Financial Standing as a Result of the Township Entertainments.

PLACE	MONEY REC.	MONEY SPENT			BAL'NCE
		JUDGES	HALL or CH	TOTAL	
Richland	\$16 85	\$4 44	\$ 3 00	\$ 7 44	\$ 9 41
Ollie	19 55	3 46	3 50	6 96	12 59
Martinsburg	12 25	2 40	1 00	3 40	8 85
Hedrick	14 85	1 50		1 50	13 35
Hayesville	5 05	1 25	1 00	2 25	2 80
Delta	11 00	2 43	1 50	3 93	7 07
East Laffer	3 50	2 00		2 00	1 50
Number Six	4 95	2 00		2 00	2 95
Number Eight	9 95	2 00		2 00	7 95
Keota	23 20	4 23	2 00	6 23	16 97
Talleyrand	10 20	2 42		2 42	7 78
Kinross	20 30	5 02	2 00	7 02	13 28
South English	13 40	2 50		2 50	10 90
Keswick	14 35	3 00	1 00	4 00	10 35
Gibson	17 40		1 00	1 00	16 40
What Cheer	22 40	2 00	15 00	17 00	5 40
Total	\$119 20	\$40 65	\$31 00	\$71 65	\$147 55
Money Received	\$219 20				
Money Paid Out	71 65				
Balance	\$147 55				

Financial Standing as a Result of County Entertainments.

Received from sale of tickets	Friday night	\$37 50
" " " "	Saturday night	49 50
Total		\$87 00

PAID OUT

John Cameron	\$20 00		
Alice Mendenhall	5 00		
Henry Wallace	7 70		
P. G. Holden	8 00		
M. E. Logan	2 65		
Bruce Francis	1 68		
S. J. Finley	1 44		
J. R. McCollum	2 54		
Prof. W. R. Lytle	3 39		
Janitors	8 75		
Music	5 86		
For Board and Lodging	3 00		
Warren McLean	6 50		
Total	\$76 51		
Total Amount Received			\$87 00
Total Amount Paid Out			76 51
Balance			\$10 49

Expenses For Excursion and Publication.

Large Posters for Excursion	\$ 17 00
Alice Williams	8 00
Maurice Shortess	1 00
Cuts from Michaelis Engraving Company	30 50
Cuts from other parties	5 00
Express on Cuts	3 00
Ribbon and Printing for Excursion Badges	8 50
Excursion Banners	5 52
Telephone Calls	1 00
Total	\$ 79 52

Financial Standing Today.

RECEIVED		PAID OUT	
Balance from Twp. Entertainments	\$147 55	Deficit for Educational Rally	\$ 40 03
" " County " "	10 49	Ex. for Excursion and Publication	79 52
" " Bi-county " "	15 93	Balance on Hand Today	54 42
Total	\$173 97	Total	\$173 97

Chapter 5.

AGRICULTURE FOR COMMON SCHOOLS.

Part 1—Boys' and Girls' Convention.

Something has already been said about the conventions held in Sigourney March 26th but I want to add that these conventions were the first of the kind ever held in Iowa. Prof. Holden and Henry Wallace were both pleased and surprised to see the large number of boys and girls in attendance. Prof. Holden said that it was the largest number he had ever seen at the first meeting of an organization of this kind. A very large number of the farmers attended.

The Sigourney Review has this to say: Henry Wallace of Des Moines and Prof. Holden talked to the boys and girls and to a large number of farmers during the forenoon and gave them to believe that there is no place like the old farm. These talks were interesting and instructive.

Our Boys.

Keokuk county is in the lead in the organization of boys' agricultural clubs and the effort is to be followed up and watched with interest. Any thing that gets the pupil to thinking carefully from original sources and his experiences and ideas thus gained will be of value to him.—The Western Teacher.

A Royal Agricultural Meeting

Some three weeks ago we were invited by Cap Miller, superintendent of the schools of Keokuk county (Iowa) to attend a meeting of the boys from rural schools in the entire county at Sigourney. It was the most delightful and inspiring meeting it was ever our privilege to attend. The roads were practically impassable. The condition may be imagined when we say that the bus driver wheeled trunks down

to the station at Sigourney on wheel-barrows, and yet we found the large high school auditorium filled with boys and girls from eight to fifteen years of age, some of whom had come on the train but most of whom had walked one, two, three, four, five, six, seven miles to attend the meeting.

We have asked Mr. Miller to tell us how he did it for we want all other county superintendents to get on to this trick. Iowa county has already caught the inspiration, and before this reaches our readers we will have met and talked with Iowa county boys at Williamsburg. We understand that one or two other counties are taking up the subject. If this is sufficiently catching all over the state, as we expect it to be in time the farmers will have to look out for their laurels or the boys now in school will be running the farms and sending the old men to town to rust out.—Wallaces' Farmer, April 15, 1904



ARCHIE BAKEHOUSE, OMAR HOUSE, ALBERT BEINKE, HENRY BEINKE.

But I must not neglect to tell you that four boys from German township sang and played to the delight of all who attended the county contests and conventions. I found these boys one night when I attended the historical contest in German township. They are four of the best boys I ever knew. They work while they work, play while they play and sing while they sing.

A Boys' Language.

I attended the Boys' Convention which was held in March and I thought it was fine. I like to hear Prof. Holden and Mr. Wallace talk. —EDDY FREY.

I wish to join the Boys' Agriculture Club. I think that will be interesting. —ERNIE HERR.

245 boys are now members of the Boys' Agriculture Club and 175 girls are members of the Girls' Home Culture Club.

County Officers.

BOYS' CLUB.

President—Don Walker, Sigourney R R 1, Iowa.

Secretary—Percy Friday, Sigourney, Iowa.

Executive Committee	{	Glenn Heninger, Hedrick R 3, Iowa Clifford Harper, Sigourney, Iowa. Clark McCracken, Thornburg, Iowa
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GIRLS' CLUB.

President—Emma Lester, South English, Iowa.

Secretary—Orla Chacey, Richland, Iowa.

Executive Committee	{	Sylvia Blaylock, South English, Iowa. Eva Allsup, Delta, Iowa Gladys Storms, Sigourney, Iowa.
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Following are given the names of boys who have been appointed as presidents and secretaries of the Boys' Agriculture Club in their respective townships.

TOWNSHIP	PRESIDENT	ADDRESS	SECRETARY	ADDRESS
Adams,	Clark Warnock,	Keswick	Vincent Chaffee,	Webster.
Clear Creek,	Loyd Engle,	Talleyrand	Liborius Conrad,	Talleyrand.
English River,	Lynn Slate,	South Eng	Erwin Cook,	South Edglish.
German	Albert Polke,	Sigourney.	Walter Strohmman,	Sigourney.
Jackson,	Roy Shelly,	Ollie.	Delano Starr,	Ollie.
Lafayette,	Chas. Kirkpatrick,	Keota.	Loyd Kennel,	Keota.
Lancaster,	Russel Hayes,	Hayesville.	Ray Jones,	Hayesville.
Liberty,	Walter Huxford,	South Eng.	Samuel Brower,	South Eng.
Prairie.	Harold Morton,	Thornburg.	Chas. Watson,	Thornburg
Richland,	Ivan Tracey,	Richland		
Sigourney.	Percy Friday,	Sigourney.	Chas. Richmond,	Sigourney.
Steady Run	Roxford Smith	Martinsbu'g	Glenn Heninger	Hedrick R 3
Van Buren,	Ethen Hemsley,	Sigourney.	Clifford Harper,	Sigourney.
Warren,	Arthur Prentiss,	Delta.	Clifford Thomas,	Delta.
Benton,	Fred Utterback,	Hedrick.	Clyde Stroud,	Hedrick.
Washington,	Ralph Sanders,	What Cheer R2,	Earl Burdock	Delta R 1

Following are given the names of the girls who have been appointed as presidents and secretaries of the Girls' Home Culture Club in their respective townships:

TOWNSHIP	PRESIDENT	ADDRESS	SECRETARY	ADDRESS
Adams,	Mary Mank.	Webster.	Vera Chaffee,	Webster.
Clear Creek,	Mary Abraham,	Talleyrand,	Lorcy Tucker,	Talleyrand.
English River,	Alma M'Combs,	North Eng ,	Merle Sheaffer,	So. Eng.
German,	Mable Witten,	Sigourney,	Clara Kracht,	Sigourney RR 4
Jackson,	Effie Shy,	Ollie		
Lafayette,	Mamie Cook.	South English,	Pearl Holzworth,	Harper.
Lancaster,	Hattie Jacobs.	Lancaster,	Fay Weller,	Sigourney, RR 3
Liberty,	Tressie Niswander.	So. Eng .	RR 1, Agnes Hurd,	Kinross
Prairie,	Mamye Strasser,	Coal Creek.	Lorene Allison,	Gibson.
Richland,	Orla Chacey,	Richland.	Pearl Davis,	Richland
Sigourney,	Gertrude Neas,	Sigourney	Helen Stockman	Sigourney
Steady Run,	Iva Russell.	Hedrick.	Cora Rasmus,	Hedrick.
Van Buren,	Bessie Fitzgerald,	Sigourney.	Buda Keller,	What Cheer.
Warren.	Eva Allsup.	Delta		
Benton,	Alta Utterback.	Hedrick.	Blanche Henry,	Hedrick.
Washington,	Fay Harding,	What Cheer.	Fay Sanders.	What Cheer.

Part 2 Educational Excursion

The Keokuks are very much interested in practical things along educational lines and they don't hesitate to gather some pleasure as they go along. Indeed they are a happy and energetic set of boys and girls. They are beginning to realize that the farm is one of the best places on earth.

It has been a long time since we first began to plan for An Educational Excursion under the auspices of the Keokuk County Boys' Agriculture Club and Girls' Home Culture Club to the College of Agriculture and Experiment Station of Iowa, at Ames, June 3rd, 1904. I don't need to tell you why such an excursion is appropriate for these boys and girls. The word *experiment* tells the *why* for the boys and the words *domestic science* tell the *why* for the girls. And a visit to the Capitol means something to every person in our state.

Everybody was invited to go with the Keokuks and almost everybody went as you will notice from the newspapers:

FIFTEEN HUNDRED MAKE TRIP.

Excursion the Greatest in the County's History.

The excursion to Ames last Friday drew a larger crowd than anyone ever dreamed it would.

When Mr. Miller began figuring on this excursion with the railroad authorities he believed he might get four hundred people to take advantage of the cheap excursion and see the state agricultural school. As the time drew near he was sure of that number but it swelled far beyond his expectations. There were somewhere close to 1500 people on that excursion. The exact number is more likely to exceed than fall below that number.

There were 500 tickets sold at this place and the cars seemed filled before they arrived here.

The plan was one worked out in connection with the boys' agricultural clubs that have been organized in the county during the past six months.

These boys and girls were given an opportunity to see for themselves how the state is prepared to help them in their agricultural studies, consequently the trip to Ames.

The crowd however was not confined to school children exclusively. Their parents went with them in very many instances and enjoyed the treat as much as did the youngsters.

We venture that the effect of this will be seen in the boys and girls for years to come—especially those who determine to be farmers and farmers' wives. They will know that there is something to the scientific problem of agriculture and will study it out for themselves in part at least.

The train was due here at 5:30 and arrived here about 10 minutes late.

The train was decorated and contained a band and the four boys from German township to sing as musicians.

Of course the faculty and all the school authorities gave them a royal greeting and everybody was delighted with the reception accorded.

It was a great treat and will long be remembered by the boys and girls of this county.—*Sigourney Review*, June 8th.

SCHOOL CHILDREN GUESTS OF AGRICULTURAL COLLEGE

1,400 Excursionists From Keokuk County Spent the
Day in Sight Seeing at Ames.

Unique Plan, Fostered by County Superintendent
Cap E. Miller, Won Deserved Success.

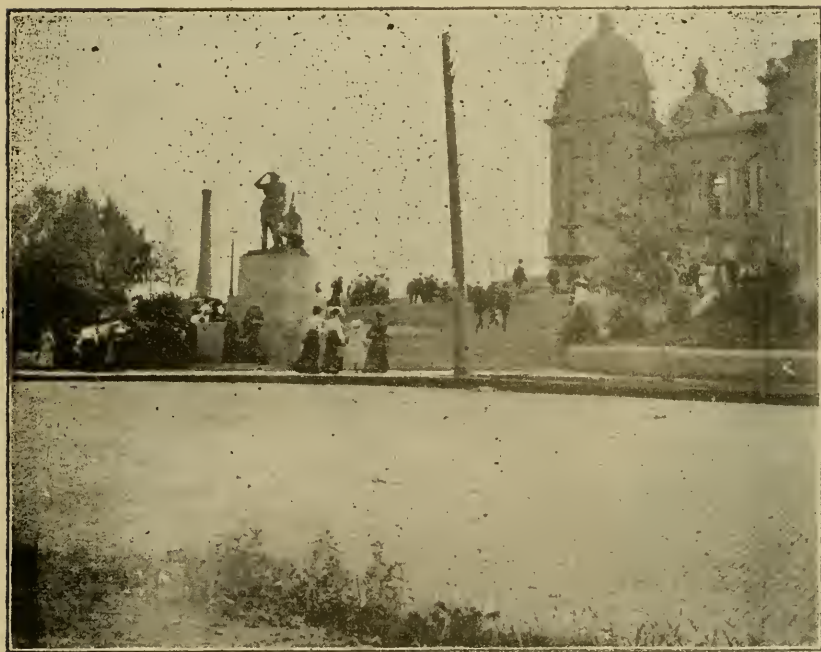
Ames, Ia. June 3: (Special)—The State College of Agriculture and Mechanic Arts was host today to nearly 1,400 boys and girls and men and women who came all the way from Keokuk county to visit the institution and enjoy an outing. They arrived at noon and from that time on the college was at their command. Every department was thrown open to their inspection, and a short series of special lectures was given for their information and instruction on corn breeding and seed selection, on the work of domestic economy, and on the modern market types of horses. Most of the visitors brought basket lunches and enjoyed a picnic upon the wide spreading lawns of the campus while the remainder were provided with ample refreshments by the college.

This unique excursion was organized and conducted by County Superintendent Cap E. Miller of Keokuk county. He organized it for the especial benefit of the Boys' Agricultural Club and Girls' Home Culture Club movement, which is under splendid headway among the school children of his section of the state. The excursion was also a great plan of the college to get into close touch with the people. The short courses in corn and live stock judging during the winter season, which brings many hundreds of young farmers to Ames for a couple of weeks' study, constitute one part of this plan; the school children excursions which are now being conducted form another part.

The excursionists arrived at about noon today and returned in the evening. They were carried in two special trains over the Rock Island and the Northwestern systems—The Register and Leader, Des Moines, Iowa, June 4, 1904.



The Keokuks And Their Friends As They Enter The Capitol.



Eager To Visit The Capitol.



Our Long Train.



Some Of The Keokuks Eager To Board The Motor At Ames.



Agricultural Hall As The Keokuks Saw It At Ames.

A number of views were taken by Ben Yahmke, Sigourney, Iowa and Paul Neal, Keokuk, Iowa. They will sell photographs for 15 cents each.

Part 3—A School Fair.

Some time last spring I sent a letter to the teachers of the county asking them to plan for a school fair this fall. Later a letter was sent to the boys of the county and finally a letter was sent to the girls of the county and here it is:

Sigourney, Iowa, April 28, 1904.

To The Girls Of Keokuk County:

Some time ago I sent a letter to the boys of our county and outlined some work for them. Many of them have written to me telling me that they are following the suggestions in that outline and that they are interested in the work. It seems to me that girls can do just as much as boys and I am going to outline some work for them.

I want every girl in Keokuk county to plant some seeds, watch the plants which come from these seeds, take care of them, study them and finally take the products or fruit to her teacher who will

place these products on exhibition at a school district fair. This school fair will be held this fall. Your teacher will tell you about it. The best products will be selected and taken to a township school fair. Then the best products at the township fair will be selected and placed on exhibition at a county school fair. Your work must be done soon but the fair will not be held until fall. Your planting can be done at home or at school—on the farm or on the school yard. Some girls will plant one thing and some another. I don't care what you plant just so you plant something take care of it, watch it and study it. Give special attention to lawn and garden at home and to the yard at school. Ask your parents for a small piece of ground to be used as a vegetable garden where you can experiment and study plant growth. They will be glad to give you this ground and to know that you are interested in this kind of work. Keep an account of the time you work and bring samples of what you raise to the school fair. Wouldn't you like to bring to that fair some samples which would be of such a quality that it would be taken to the township fair and finally to the county fair?

It may be that some of the girls working with their teachers can grow enough flowers to justify them in holding a *flower fair* this spring or summer. I would like to get an invitation to attend such a fair. If you hear of one, please let me know so that I can attend it. A teacher told me a few days since that she is going to hold a *flower fair*. I think this will be grand.

Did you attend our County Girls' Convention? Did you enjoy your visit here and the program? We will hold another large meeting in Sigourney Friday and Saturday, July 29 and 30. Uncle Henry Wallace, Prof. P. G. Holden, Mrs. Alice Mendenhall, Mrs. Mitchell, Des Moines, Iowa, and Dr. A. E. Winship, Boston Mass. will be here to talk to us. Dr. A. E. Winship is an excellent man and can tell us all about Boston and the American poets so many of whom he knew personally. He will give two talks. The subject of one of them will be "Girls, Old and Young." The subject of the other talk will be "Boys." This will be a great treat for all of us.

"No nation can advance except through the improvement of the nation's homes; and they can only be improved through the instrumentality of women. They must know how to make home comfortable; and before they know, they must have been taught."—Samuel Smiles

Do you know that the person who won the highest honor connected with the tri county spelling contest is a girl? Are the girls ahead of the boys? If you are ahead of them, stay there. Don't allow the boys to do more along the line of school gardens, improve-

ment of school and home surroundings than is done by the girls—Don't allow them to win all the honors at our school fair

There are now 150 boys who belong to the Boys' Agriculture Club. Do you know that there are only 50 girls who belong to the Girls' Home Culture Club? Can you do something to increase the number of members? You will notice that the boys have just three times as many members as you have. They are sending me the names of new members every day. Don't allow them to be more enthusiastic in the matter than the girls. I suppose there are as many girls as boys in our county.

Thus far we have only a county organization. We hope to have a township organization soon and finally a school district organization. Get your schoolmates to join the club.

And don't forget the excursion to Ames, June 3rd. Full information will be sent to you soon. Some people think that this excursion is for boys alone. They are mistaken. The excursion is for the girls just as well as for the boys. We want to start early that day and return that evening if possible. There will probably be 500 or 600 boys and girls who will take advantage of the excursion. We will stop at Des Moines one hour or more to visit the State Capitol. The fare for the round trip to Ames and return will be only \$2.25 for adults and one-half this amount for children under 12 years of age. We hope to start to load up at Keota—stop at Harper, Sigourney, Delta, Atwood and Oskaloosa.

Bring your lunch baskets with you so that we can have a picnic breakfast, dinner and supper and so we will not have to hunt for something to eat. All in all it will be the greatest 'picnic' to which you were ever invited. Everybody is invited to join our crowd—your parents, friends and neighbors. I will send you some blanks soon and you can have them filled out by your friends who wish to go. See how many of them you can get interested in the excursion.

I don't want you to be marked absent at school on account of this excursion and I am asking your teacher to arrange matters so that you will not need to miss school. In case your school does not close before June 3rd, your teacher should ask the board to give you this day as a holiday. If the board will not do this, your teacher ought to be willing to teach some Saturday.

I will often send you reading material. Always read it carefully. Keep it and use it in the best possible way. Notice the plan for a school or vegetable garden which I am sending you. Get some seeds and follow its suggestions.

Let me know what you are doing for the Girls' Home Culture

Club Let no girl surpass you in her effort to improve school and home surroundings.

I am

Your friend,

CAP E. MILLER.

The girls are doing better now and their club will soon have as large a membership as the boys' club.

Following is given a part of a letter which was sent to the teachers in regard to the school fair work.

Get all the boys and girls interested in the matter so that each one will bring something to place on exhibition at the school district fair. Every school in the county will be required to hold a district fair. Samples of rocks, soils, woods and minerals in your district **can** also be collected and placed on exhibition. When you hold your fair request a number of pupils to write papers telling what has been done for agriculture in your school. Have some songs, recitations and specimens of hand work ready for your fair. It might be well, also, to have some of your pupils write compositions on "Our Excursion to Ames" for I am sure that some of your pupils will go to Ames June 3rd. If your flowers and flower gardens and school gardens are a success this spring it might be well for you to hold a spring fair. Get all of the people in your community interested in the matter. It is practical and they will take hold of it.

Ask your pupils to draw a map of the district locating every farm, road, creek, woodland any other things of general interest. Ask them to find dimensions of houses, barns, corn cribs and other buildings in the district and cost of each: number of acres of different kinds of grain sown in the district each year: how much pasture land there is in the district: how much meadow: how many trees are growing in the district—kind and for what purposes they are used: make a record of the number of animals in the district—horses, cows, sheep and poultry in all varieties—give value of each and of all: make a record of stock sold during a given time, of eggs and various products sold during a given time: number of citizens, voters and school children in the district: what help is employed in the different kinds of labor and what price is paid for such labor. Let all of this material serve to add interest and profit to the school fair and agricultural work.

"Uncle Henry" Wallace read the letter which was sent to the girls of the county and this is what he says about it:

This is teaching agriculture in the public school on right lines.

If the superintendents in the state wake up and follow the example before the next legislature meets agriculture will be taught in the most effective way possible in every county in the state. Agriculture in the public schools will come in not as something from the outside, as information poured into the boys, or pounded into them, or crammed into them, but as something from within, the boys and girls naturally taking hold and obtaining the first rudiments of agriculture in the only way in which they can be taught effectively, and that is by the boys and girls themselves.

We regard this movement as one of the most hopeful signs of the times and if it is introduced in other counties in Iowa and other states, it will be but a few years until the agriculture of the west will be revolutionized and these states be in advance of any other states in the union and of any country in the world. We can not recommend this movement too highly.—Wallace Farmer, May 13th.

A School Fair.

It is the intention to hold a school fair in Hedrick this fall, at which products will be exhibited of the raising of the students of the schools. All grades are eligible to contest. The best specimens will be shown at a township fair, and later at a county fair to be held this fall.—The Hedrick Journal. The Hedrick pupils are very much interested in this fair and Miss Bryant tells me that specimens of sewing and cooking will be included in the exhibit.

We are very much interested in the Fair and are going to try our luck.—Lilhe Long, Pupil in District No. 5, Lancaster township.

Many of my pupils are getting interested and I think they will have some specimens for the exhibit this fall. ARTHUR DAVIS

The improvement of the school grounds is very closely connected with agriculture. On May 21, 1904, I asked all of the teachers to answer the following questions for me in the following order:

- (1) What did you do Arbor Day?
- (2) What are you doing to get your pupils interested in the school fair?
- (3) How many persons in your district will go to Ames June 3rd?
- (4) Remarks.

Below are given the answers from a number of teachers. Please read them if you have time.

Made two flower beds, one vegetable garden and went to the woods to get a tree. The school fair is a good thing and I am doing

all I can to make it a success. 1

ELLA KLEINSCHMIDT

Planted flowers and trees. Have talked with the pupils concerning the object of such a fair and the value of this kind of education. 4. The children are very much interested in their gardens and like the idea of a school fair very much.

ADELLA PRIEST.

Made three flower gardens. All pupils have planted something and are very much interested in the work for a fair.

BERENICE WADE

Raked the school grounds and prepared mounds for plants. Trying to get pupils to feel that it will be of much benefit as well as pleasure to work for the fair.

ADDIE BALES.

Cleaned school yard and planted flower seeds. Have lessons in nature study. 6.

ADA COFFMAN.

We set out 40 trees and shrubs, made flower beds and had a good program. Pupils are planning to raise a number of products. 4.

ZUA GOODHART

We cleaned the yard. We are trying to raise an exhibit. 15

JOSEPHINE MILLER

We had a good program and planted some vines. We have some potted plants in the room, a wild flower garden and another bed planted with flower seeds.

ELVA DOWNING.

Planted trees. Pupils are cultivating different kinds of flowers and plants at home and at school.

SUSIE LAHR

Planted small trees, flower bushes and seeds. All have planted something. 7. The pupils desire a beautiful school lawn.

FLORA MOHME

Planted shrubs and flowers. Have told pupils how to plant seeds for a garden.

LIZZIE VANAUKEN.

We had appropriate exercises, made flower beds and set out plants. Have asked each pupil to raise something and bring to the fair and nearly all of them are doing the work.

KATE WOOD

Made flower beds. Some are planting vegetables, others flowers.

LILLIAN HARLAN

Planted trees and rose bushes. Making preparations for the fair and are very much interested in the flowers we have planted.

EVA DANDSILL.

Planted five trees and several shrubs. We have a flower garden and a vegetable garden at school, and the children have gardens at home.

MINNIE STROHMANN.

Planted 6 trees, 8 shrubs and made a flower garden. Pupils are making vegetable gardens at home. 7. Every one of the pupils is enthusiastic in regard to the planting done.

SOPHIA STROHMANN.

Planted window garden. My pupils are making favorable reports of their work done. 3. We are planting late flowering plants and planning to have the flower and school fair together.

GUSSIE SONNER.

Planted a tree and some shrubs and held a program. We have gardens on schoolground. Pupils are making a collection of woods and rocks for the fair. Each pupil has a garden at home. 9. The children are taking a great deal of interest in the fair. Almost every one has planted the seeds of products which he or she intends to exhibit at the fair.

PEARL SCOTT.

Planted 5 trees, 4 varieties of roses, 1 lilac and a lily. By trying to help them select things to plant and care for. MAY ROGERS.

We made garden and flower beds and held a program. Reading and talking to them about it. 8. My pupils seem to be very much interested in the school fair and in the excursion to Ames.

MAUD WILSON.

Raked the yard and planted flowers. I am talking and helping the pupils plan for the fair. 5.

MAMIE CLARAHAN.

Talked about trees and gardens. Making vegetable gardens at home, flower gardens at school. 8.

MAGGIE DONOVAN.

Set out shrubbery, made a flower garden and had a program. Have told pupils to plant seeds and prepare for the fair. 20 will go to Ames

H. P. TRUMBO.

We planted trees shrubs and seeds. Each pupil has the care of some plant which will be at the close of the term 3. My pupils take much interest in improving school grounds and are anxiously waiting for June 3rd.

KATIE CLARAHAN.

The above are only a few of the reports sent to me by the teachers of the county. The number is large enough to show you that the teachers of our county are trying to improve the school surroundings, to make them more beautiful and attractive and home like.

A Letter.

Below is given a part of a letter received from a teacher. It has the right spirit.

"Our directors are all right. They purchased some new supplies, cleaned the house and yards last week and are ready for a good school. I hope they will not be disappointed."

Progress.

"The pupils and I have cleaned the schoolyard. We set out roses of four colors, two kinds of lillies, one flowering almond, one lilac and some other house plants. The pupils take great delight in the work."

A School Yard.

We cleaned off our schoolyard and planted flowers and set out some bushes. The directors have put a new fence around the schoolyard and it looks better now.—Master Loyd Strohmann, District No. 6, Warren Township.

Flowers.

We are going to have some beautiful flowers some of these days. The pupils seem eager to take part in anything of this kind.

ARTHUR DAVIS.

How A School Grows.

Out in No. 4 Washington township the school last winter contained three pupils and a Nickle for a teacher. This spring the school has increased to eight pupils and a Schilling for a teacher. That school is prospering both numerically and financially.—Sigourney Review

A number of our boys have entered the Wallace corn contest and hope to secure some of the prizes offered.

Our teachers have read and made good use of the suggestions offered in the following pamphlets: "The School Garden," "Tree Planting On Rural School Ground" and "Primer Of Forestry" furnished free to them by the U. S. Department of Agriculture; "How To Set Out Trees And Shrubby" and "Ideal Schools" were sent to them free of cost by the Youth's Companion, Boston, Mass.

Part I—A Farmers' Institute.

Many counties in our state have organized farmers' institutes where farmers come together at least once in a year for mutual help and improvement. Our legislators realized that Iowa is an agricultural state when they voted for a law which provides for a farmers' institute and which gives \$75 for the support of such an institute in each county each year. Many counties have taken advantage of this law but Keokuk county has not. The farmers of our county have been taking great interest in the meetings of our two new organizations and in the work which these boys and girls are doing. They went to Ames with us and were pleased with the excursion in every way. They say it is remarkable that so many could go to Ames on an excursion and no one get hurt and that the visit to Ames was such an education for them. A number of them say that they are going again when they will remain one week or longer. They are anxious to get in touch with the great experiment station. A number of them told me that they were ready to organize a farmers' institute and accordingly notices were sent to a number of energetic farmers in each township of the county and a meeting was held in this office at 2 o'clock p. m., Friday, June 24, for the purpose of forming a temporary organization for a Keokuk County Farmers' Institute. It rained that day but nineteen farmers met and formed a temporary organization for said institute. They will meet July 29th and 30th to form a permanent organization. They will have a number of prominent and able men and women on their program. They hope to secure the help of the president of the Iowa Corn Growers' Association, Prof. P. G. Holden and "Uncle Henry" Wallace.

TEMPORARY OFFICERS.

President	J. W. Lemley, Richland, Iowa
Secretary	George Barnhart, South English, Iowa
Executive Committee.....	{ Cap E. Miller, Sigourney, Iowa C. L. Hall, Sigourney, R 1, Iowa H. B. Jones, Keota, Iowa

Chapter 6.

Instructors.

FIRST WEEK.

DR. A. E. WINSHIP	-	-	-	Boston, Mass.
		General Methods.		
Mrs. HATTIE M. MITCHELL	-	-	-	Des Moines, Iowa
		Primary Methods and Nature Study.		
MANNING JAYNES	-	-	-	Iowa City, Iowa
		Grammar		
W. H. GEMMILL	-	-	-	Dallas Center, Iowa
		Mathematics		
C. E. HUMPHREYS	-	-	-	Delta, Iowa
		Physies.		
Mrs. RETTA MINTEER	-	-	-	Sigourney, Iowa
		Vocal Music.		

SECOND WEEK.

ORVILLE T. BRIGHT	-	-	-	Chicago, Ill.
		English.		
Mrs. ALICE H. MENDENHALL	-	-	-	South English, Iowa
		Reading and Literature		
W. H. GEMMILL	-	-	-	Dallas Center
		Hand-Book.		
T. M. CLEVINGER	-	-	-	Mediapolis, Iowa
		School Law and Civics		
MANNING JAYNES	-	-	-	Iowa City, Iowa
		Physiology.		
Mrs. RETTA MINTEER	-	-	-	Sigourney, Iowa
		Vocal Music		

Evening Sessions.

Monday, July 25.

Lecture	-	-	-	Dr. A. E. Winship
		"Soloist And Leader"		

Tuesday, July 26.

Lecture	-	-	-	Dr. A. E. Winship
		"The Reign Of The Common People"		

Wednesday, July 27.

Lecture	-	-	-	Prof. A. N. Palmer
		"Some Practical Things"		

Thursday, July 28.

Historical Contest And Common School Commencement.

Tuesday, August 2.

County Declaratory Contest.

Wednesday, August 3

Lecture	-	-	-	O. T. Bright
		"Tuskegee and Booker T. Washington"		

Friday, August 5

Institute Commencement

Lecture	-	-	-	Prof. F. E. Bolton
		"Mental Independence Versus Servility"		

Fifty cents will be charged for the above course of entertainments to those who enroll and one dollar to all other persons

The School Teachers' Creed.



I believe in boys and girls, the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching, and in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught, not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school room, in daily life and in out-of-doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward for all we are and all we do. I believe in the present and its opportunities, in the future and its promises and in the divine joy of living. Amen.

—EDWIN OSGOOD GROVER.

By permission of Alfred Bartlett, Boston, Mass.

Greeting.

To The Keokuk County Teachers:

If I were to write another chapter for this booklet, its subject would be General Progress and in the discussion of that subject I would show in many ways that there has been an improvement in the teaching force of our county. There is no one thing which has done more for this improvement than the annual institute and the one this year will be of unusual interest and profit to all who attend. And you will not be "up to date" in Keokuk county if you do not attend. If you want to know what to do next year and how to do it, attend the institute and the instructors will give you this information.

I am

Yours truly,

CAP E. MILLER.

Examinations.

Examinations, as has been the custom for a number of years, will be given before the institute proper.

Normal graduates who enroll and attend all the recitations assigned them, and who have shown a progressive spirit during the past year, will be excused from the examination in all the branches covered by their certificates, if the grades on their certificates meet the requirements for a first class certificate.

Other teachers who attend institute will be excused from the examination in those branches the grades of which are 88 per cent or above on their last certificates.

Teachers who do not attend the institute will be required to take the entire examination.

Examinations will be given Thursday, Friday and Saturday—July 21, 22 and 23. All applicants for certificates must appear at schedule time. It will be necessary for us to follow some uniform order. The following has been arranged.

Thursday Afternoon, July 21.

2:00—2:30 Orthography...2:30—4:00...Reading...4:00—6:00....Geography

Friday, July 22.

FORENOON

8:00—12:00.....Algebra

8:00—10:30.....History

10:30--12:00... ..Physiology

AFTERNOON.

1:00—3:30... Economics

1:00—4:30... Arithmetic

4:30—6:00... Penmanship

Saturday, July 23.

8:00—10:30.....Grammar

8:00—10:30.....Physics

10:30—12:00..... Didactics

10:30—12:00.....Civics

1:00—2:30 Vocal Music

Certificates.

Two kinds of certificates will be issued:—

First Grade Certificates, good for two years, will be issued to teachers who have had thirty-six weeks' successful experience and who make an average of 92 per cent with no grade below 86 per cent in algebra, civics, physics and economics, in addition to the common branches.

Second Grade Certificates, good for seven months, will be issued to applicants who make an average of 86 per cent with no grade below 80 per cent in orthography, reading, writing, arithmetic, geography, grammar, physiology, U. S. history, didactics and vocal music.

Classification.

Try to be a teacher so far as scholarship is concerned when you come to the institute. Select that work which will be of the most benefit to you next year.

Enrollment.

The time to enroll will be from 2:30 to 6 p. m., Saturday, July 23 and from 1:00 to 2:00 p. m. Monday, July 25.

Recitations.

The regular recitations will begin the first day of the institute at 7:50 a. m.

State Teachers' Reading Circle.

The Reading Circle year begins with the institute and the course includes the following books:

Sabin's Common Sense Didactics \$1.00,

Small and Vincent's Study of Society \$1.00,

Sheldon's Old Testament Bible Stories \$1.00,

These books deserve your careful consideration and it will pay all teachers to become members of the Reading Circle. Any teacher who is not now enrolled will please send for a blank enrollment slip or ask for it at institute time, fill it out and file with the county superintendent.

Wm. Weller, Sigourney, Iowa, has these books for sale.

An examination will be given to those teachers who wish credit for work done in this course during the past year.

General Remarks.

No excuse can be a substitute for work which is not done.

Enroll promptly.

Bring your last certificate with you.

Bring this institute announcement with you.

Bring your copy of the Manual For Iowa Normal Institutes with you. The outlines found in it will be used by a number of the instructors. If you do not have a copy of this manual, ask the county superintendent for one.

C. A. Fullerton's book will be used in the music classes.

The teachers will not be required to do much study outside of the class recitation and by this arrangement they will find time to attend the evening lectures.

Prof. A. N. Palmer will talk to the teachers about practical writing, July 27. He will give a lecture that night.

All school interested persons are cordially invited to visit the institute whenever they can find time to do so. School officers are especially urged to visit the institute and to inspect the work of teachers and instructors.

Historical Contest and Common School Commencement—July 28, 1904.

PROGRAM 7:45 P. M.

Four pupils from rural schools and four from graded schools will take part in this contest. A gold medal will be given to the pupil who receives first place as a result of the contest and a silver medal will be given to the pupil who receives second place. A perfect record will show 50 per cent for thought and composition and 50 per cent for delivery.

The fifty-five pupils who passed the common school examination successfully will receive their diplomas at this time.

Music.

Olle.....	Delano Starr
Liberty Township.....	Sylvia Blaylock
Delta.....	Mabel Hankins
Warren Township.....	Eva Allsup

Music.

Kinross.....	Agnes Hurd
Lafayette Township.....	Lloyd Fry
Thornburg.....	Carleton Hamilton
Richland Township.....	Orla Chacey

Music.

Presentation of Diplomas.....	Dr. A. E. Winship
Decision of Judges.....	

Meeting Of The Keokuks—July 29 and 30, 1904.

Two days of the institute will be turned over to the boys and girls who are members of the two new organizations. The program is not yet completed but will be something like the following:

FRIDAY MORNING

"Farmers' Institutes".....Fred McCulloch, Hartwick, Iowa
Mr. McCulloch has organized three county farmers' institutes in Iowa.

"Boys".....Dr. A. E. Winship

"What School Girls Can Do".....Mrs. H. M. Mitchell

FRIDAY AFTERNOON

"Girls—Old and Young".....Dr. A. E. Winship

"Some Things About Farming".....Speaker To Be Selected

FRIDAY NIGHT

"The Common School and Agriculture".....Speaker To Be Selected

"More Corn Of Better Quality,—The Acre Our Unit".....

.....W. H. Warburton, Independence, Iowa
President of the Iowa Corn Growers' Association.

SATURDAY FORENOON

"Dairying".....H. R. Wright, Des Moines, Iowa
State Dairy Commissioner.

A number of speakers will talk concerning the organization of farmers' institutes in our state.

SATURDAY AFTERNOON

"Domestic Science and Home for Girls"... Mrs. Alice H. Mendenhall

"Good Literature in the Home".....Mrs. D. T. Stockman

Every person living in Keokuk county is invited to attend the program which will continue for two days. It will be free to every body. It will be one of the greatest educational meetings ever held in the county because never before did the boys and girls, the teachers and the farmers meet together for a great county institute. Indeed it will be a teachers' institute, a pupils' institute and a farmers' institute combined.

The four boys from German township will sing and play for us and music and reading of various kinds will be added to each session of the meeting to make it agreeable and profitable to all who attend.

Declamatory Contest—August 2, 1904.

One representative from every graded school in the county will be allowed to take part in the contest.

"Mrs. Smart Learns How To Skate".....Hazel Bottenfield, Webster
 Selected.....Viola Oster, Hedrick

"The Wrong Train".....Dott Smith, Gibson

"I Vash So Glad I Vash Here Tonight".....Mable Jones, Richland

"The Lost Heir".....Etta Axmear, Kewick

"A Little Brick".....	Irma Loftus, Delta
"Uncle Daniel".....	Agnes Hurd, Kinross
"Reminiscences Of Exhibition Day".....	Maude Erdice, Keota
"Broncho Against Bicycle".....	Stanley C Shrader, Thornburg

Institute Class Of 1904.

Teachers who wish to graduate must hold first grade certificates. They must attend the institute regularly and must hand in an oration not later than the second Monday of the session. Teachers who wish to graduate should notify the county superintendent at once. Commencement exercises will be held in the high school building Friday evening, August 5.

The three special music teachers of our county—Miss Blanche Stewart, Keota; Mrs. N. B. Spafard, Hedrick; Mrs. Betta Minter, Sigourney—will have charge of the music for this evening.

PROGRAM 7:30 P. M.

Vocal Solo.....	Miss Blanche Stewart
Music.....	Hedrick Pupils
Music.....	Sigourney Pupils
Vocal Solo.....	Mrs. N. B. Spafard
Music.....	Keota Pupils
Lecture—"Mental Independence Versus Servility".....	
.....	Dr F. E. Bolton, Iowa City, Iowa
Music.....	Hedrick Pupils
Vocal Solo.....	Mrs. Retta Minter
Music.....	Keota Pupils
Trio.....	{ Mrs. Minter
	{ Mrs. Spafard
	{ Miss Stewart
Music.....	Sigourney Pupils
Presentation of Diplomas	
Chorus.....	Sigourney, Keota and Hedrick Pupils

PROGRAM

FIRST WEEK

TIME	ONE	TWO	THREE
7:50- 8:35	MINTNER-2—Vocal Music		JAYNES-1—English Grammar
8:35- 9:20	WINSHIP-1—General Methods		MITCHELL-2—Primary Methods
9:2- 10:00	Chapel—	Morning Talks by Dr. A. E. Winship-1	
10:00-10:40	GEMMILL-1—Arithmetic		HUMPHREYS-2—Physics
10:40-11:20	HUMPHREYS-2—Physics	MITCHELL-1—Nature Study	GEMMILL-3—Algebra
11:20-12:00	MITCHELL-2—Primary Methods		WINSHIP-1—General Methods
12:00- 2:00		NOON	
2:00- 2:40	JAYNES-1—English Grammar		MINTNER-2—Vocal Music
2:40- 3:25		Lectures—Dr. A. E. Winship-1	

TIME	ONE	TWO
8:00- 8:35	MENDENHALL-2—Reading	BRIGG-1—English
8:35- 9:20	MINTNER-2—Vocal Music	JAYNES-1—Physiology
9:20-10:00		Chapel—Morning Talks by ORVILLE T. BRIGG-1
10:00-10:40	GEMMILL-2—Hand-Book	CLEVENGER-1—School Laws
10:40-11:25	CLEVENGER-1—School Law	GEMMILL-2—Hand-Book
11:25-12:00	BRIGG-1—English	MENDENHALL-2—Reading
12:00- 2:00		NOON
2:00- 2:35		Lectures—O. T. BRIGG-1
2:35- 3:15	JAYNES-1—Physiology	MINTNER-2—Vocal Music

The numbers represent class rooms.





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